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ABSTRACT

This selective bibliography is one of nine documents compiled to provide titles and descriptions of useful and informative reading documents which were indexed into the ERIC system from 1966 to 1974. The 245 entries in this section of the bibliography concern reading materials and are arranged alphabetically by author in one of the following 12 subcategories: curriculum guides, resource guides, annotated bibliographies, multimedia, evaluation criteria, self-teaching materials, individual instruction, textbooks, children's books, computer assisted instruction, language arts, and research. Author and subject indexes conclude the document. (JM)

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A Selective Bibliography of ERIC Abstracts for the Teacher of Reading, 1966-1974:

V. Reading Materials

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Introduction

One of the primary goals of the National Institute of Education and the Educational Resources Information Center (ERIC) is to transform the information found in the ERIC system into a format that will be useful to the classroom teacher, the administrator, and the curriculum developer. Such is the goal of this bibliography, which brings together titles and descriptions (abstracts) of useful and informative reading documents that were indexed into the ERIC system during the years from 1966 to 1974.

Using the descriptors Reading, Reading Research, and Reading Instruction, a computer search was made of the ERIC data base. Of the 5000 documents that were obtained through the search, 3000 entries were in the system at Level I or Level II, that is, were available on microfiche or in hard copy, a photographically reproduced, paper booklet. Each of these 3000 entries was considered for inclusion in the bibliography.

To aid in the selection of items for the bibliography, nine criteria were developed:

1. The study contributes to the profession through the use of constructive research procedures.
2. The information adds to current understanding of the reading process.
3. The document helps the teacher with realistic suggestions for classroom practices.
4. The study indicates trends for the teaching of reading; organizational patterns; methodology; and/or materials.
5. The document helps teachers to apply theories of learning to the teaching of reading.
6. The study clarifies the relationship of reading to other disciplines, such as linguistics and psychology.
7. The study leads to understanding special problem areas in teaching reading.

8. The document helps teachers to build curriculum or gives guidance in planning lessons.
9. The document will help readers to understand the state of the profession or the professionalism in the teaching of reading.

The criteria were reviewed and refined by Robert Emans, University of Maryland; Robert Bennett, San Diego (California) School District: Richard Hodges, University of Chicago; William Powell, University of Florida at Gainesville; Charles Neff, Xavier University; and Joanne Olsen, University of Houston.

In order to be included in the bibliography, a document had to meet at least four of the nine criteria. Of the 3000 documents evaluated, 1596 were able to satisfy the requirements and were included. This section of the bibliography, Reading Materials, has 245 entries. Other categories and their number of entries are:

1. Reading Process (280 entries)
2. Methods in Teaching Reading (190 entries)
3. Reading Readiness (131 entries)
4. Reading Difficulties (115 entries)
5. Adult Education (201 entries)
6. Tests and Evaluation (231 entries)
7. Reading in the Content Area (94 entries)
8. Teacher Education (109 entries)

Subcategories were organized within each major category, and items were put into alphabetical order by author. Entries were then given numbers consecutive throughout the nine separate sections, and an author index and a subject index were prepared for each section. The subject indexes were prepared using the five major descriptors which were assigned to each document when it was indexed into the ERIC system. In both the author and the subject indexes, each item is identified by its ED (ERIC Document) number and by the consecutive number assigned to it in the bibliography.

Two other bibliographies are available which reading educators may find useful. They differ from this bibliography in that they are comprehensive rather than selective. Both of these publications include all the reading documents entered into the ERIC system by ERIC/RCS and by ERIC/CRIER. They are Recent Research in Reading: A Bibliography 1966-1969 and Reading: An ERIC Bibliography 1970-1972; both were published by Macmillan Information.

READING MATERIALS

I. Curriculum Guides

II. Resource Guides

III. Annotated Bibliographies

IV. Multi Media

V. Evaluation Criteria

VI. Self Teaching Materials

VII. Individual Instruction

VIII. Textbooks

IX. Children's Books

X. Computer Assisted Instruction

XI. Language Arts

XII. Research

Curriculum Guides

717. Alexander, Bill; and others. English Language Arts Curriculum Guide. Early Adolescence, Junior High. Dade City, Fla.: Pasco County Schools, August 1970, 221p. [ED 062 315]

There are twelve sections in this guide: (1) introduction, including background material, key concepts, and overall objectives; (2) detailed program objectives; (3) speech; (4) listening; (5) writing; (6) reading; (7) viewing; (8) language; (9) sample units with background information and ten lesson plans; (10) possible organizational patterns; (11) materials; and (12) bibliography. The guide is mimeographed and spiral-bound with a soft cover. The sections on speech, listening, writing, reading, viewing, and language each contain sample performance objectives with learning activities for each objective. Audiovisual aids and books are listed separately for speech, listening, writing, reading, viewing, and language. Addresses of publishers are also given, together with some general titles and material on testing. Evaluation suggestions are included for each of the instructional objectives.

718. Alexander, Bill. English Language Arts Curriculum Guide. Late Adolescence, High School. Dade City, Fla.: Pasco County Schools, August 1970, 304p. [ED 062 316]

There are twelve sections in this guide: (1) introduction, including background material, key concepts, and overall objectives; (2) detailed program objectives; (3) speech; (4) listening; (5) writing; (6) reading; (7) viewing; (8) language; (9) sample units; (10) organizational patterns; (11) materials; and (12) bibliography. The guide is mimeographed and spiral-bound with a soft cover. The sections on speech, listening, writing, reading, viewing, and language each contain sample performance objectives with learning activities for each objective. Audiovisual aids and books are listed separately for speech, listening, writing, reading, viewing, and language. Addresses of publishers are also given, together with some general titles and material on testing. Evaluation suggestions are included for each of the instructional objectives.

719. Alexander, Bill; and others. English Language Arts Curriculum Guide. Late Childhood Elementary. Dade City, Fla.: Pasco County Schools, August 1970, 253p. [ED 061 187]

There are twelve sections: (1) introduction, including background material, key concepts, and overall objectives; (2) detailed program objectives; (3) speech; (4) listening; (5) writing; (6) reading; (7) viewing; (8) language; (9) sample units; (10) organizational patterns; (11) materials; and (12) bibliography. The guide is mimeographed and spiral-bound with a soft cover. The sections on speech, listening, writing, reading, viewing, and language each contain sample performance objectives with learning activities for each. Audiovisual aids and books are listed separately for speech, listening, writing, reading, viewing, and language. Addresses of publishers are also given, together with some general titles and material on testing. Evaluation suggestions are included for each of the instructional objectives.

720. And All This Is Reading: English Language Arts Primary Reading Handbook. Rockville, Md.: Montgomery County Board of Education, 1967, 195p. [ED 044 414. Also available from Mason Nelson, Montgomery County Public Schools, Director of Supply Management, Lincoln Center, Stonestreet Ave., Rockville, Maryland 20850 ($5.00, supply limited; make checks payable to Montgomery County Public Schools)]

Emphasizing successful reading instruction as a nonrepetitive, creative process which provides the child with both challenge and opportunities for success, units in this handbook focus on the child as an individual--his behavior, his maturity, and his capacities for understanding, learning, and creating. Each of the ten units provides teaching techniques and classroom examples concerning the child as he (1) explores and discovers, (2) listens, (3) talks, (4) expresses his ideas in writing, (5) feels competent, (6) gives clues to the teacher, (7) follows clues given by the teacher, (8) learns to select materials and activities, (9) helps and is helped by other children, and (10) thinks for himself. Appended are suggestions for teacher preparation, for developing specific reading skills, and for the use of audio-visual materials; recommended independent learning activities; a section on language development in the content fields--science, social studies, math, art, and music; and a brief bibliography.

721. Basic Goals for Elementary Children: Volume I, Beginners Level and Level One; Volume II, Levels Two and Three; Volume III, Levels Four, Five and Six; Volume IV, Levels Seven and Eight. Bureau of Indian Affairs (Dept. of Interior), Washington, D.C., 1966, 752p. [ED 024 477. Also available from Publications Service, Haskell Institute, Lawrence, Kansas 66044 (no charge)]

These curriculum guides were developed by the Bureau of Indian Affairs to be used by teachers and administrators of Indian students from the beginning level through the eighth. The four volumes provide a structuring and sequencing of themes and concepts designed to prepare Indian children to compete favorably with their peers in other school situations. Explanations and activities are provided for each level in the areas of guidance, social studies, music, listening, speaking, reading, writing, literature, art, health and physical fitness, science, and number concepts. For each area at each level an extensive bibliography of related materials is provided.

722. Bennett, Fay, ed.; and others. The Brevard County Reading Laboratory Manual. Titusville, Fla.: Brevard County Board of Public Instruction, 1970, 271p. [ED 048 141]

Six chapters of the guide deal with (1) the roles and relationships of the reading laboratory teacher, principal, curriculum coordinator, reading clinician, classroom teacher, and pupil; (2) utilization of reading laboratory facilities, including design, equipment, and storage facilities; (3) pupil placement and scheduling; (4) individualized approach, with descriptions of recommended diagnostic instruments and the design of programs for individual pupils; (5) materials and equipment; and (6) a selected bibliography. The guide is xeroxed and spiral-bound in a plastic binder. It is intended to offer solutions to the problems facing the reading laboratory teacher, and to facilitate the effective use of the laboratory. Chapters 4 and 5 contain information on activities and diagnostic tests. Chapter 5 gives a detailed listing of materials, equipment, and reading games, by skills and instruction and interest level, together with publishers and other sources. Chapter 4 details procedures for evaluating student progress and reporting to the pupil, parents, and principal and instructional staff.

723. Blick, Elinor; and others. Guide for Remedial Reading in the Elementary School, Grades Two Through Eight. Evansville, Ind.: Evansville-Vanderburgh School Corp., 1967, 102p. [ED 017 400]

This remedial reading program is concerned with individual students whose reading level indicates a discrepancy between performance and capacity for learning. The guide was designed for use in grades 2 through 8 and is divided into three areas: (1) diagnosis, including selected intelligence tests, selected reading tests, and use of reporting of results, (2) materials and facilities, including audiovisual aids, and (3) techniques for teaching vocabulary, increasing comprehension, improving oral reading abilities, and motivating recreational reading. An anecdotal record, a weekly plan sheet, and a year-end check sheet are suggested as aids. A bibliography of professional books and a bibliography of books for children in grades 1 through 6 are included. The appendix contains various data and informational sheets.

724. Book I: Language Arts Guide. Conrad Area School District, Wilmington, Del.: 1970, 147p. [ED 068 926]

This teaching guide, which is the framework for the Conrad Area District (Delaware) Language Arts Program, includes for kindergarten, first, and second grades the areas of listening, speaking, reading, spelling, and writing. It has priority over the commercial guides due to its highly sequential development, its emphasis on individualization of instruction, and its usefulness with all types of printed matter. The suggested teaching strategies are suggestions only, and teachers are encouraged to be innovative. Each of the five sections includes an introduction, materials to use, behavioral objectives, a bibliography, and an index of skills for self- or pupil evaluation.

725. Book II: Language Arts Guide. Wilmington, Del.: Conrad Area School District, 1970, 108p. [ED 068 927]

This teaching guide, which is the framework for the Conrad Area District (Delaware) Language Arts Program, includes for the third and fourth grades the areas of listening, speaking, reading, spelling, and writing. It has priority over the commercial guides due to its highly sequential development, its emphasis on individualization of instruction, and its usefulness with all types of printed matter. The suggested teaching strategies are suggestions only, and teachers are encouraged to be innovative. Each of the five sections includes an introduction, materials to use, behavioral objectives, a bibliography, and an index of skills for self- or pupil evaluation.

726. Book III: Language Arts Guide. Wilmington, Del.: Conrad Area School District, 1970, 174p. [ED 068 928]

This teaching guide, which is the framework for the Conrad Area District (Delaware) Language Arts Program, includes for the fifth and sixth grades the areas of listening, speaking, reading, spelling, and writing. It has priority over the commercial guides due to its highly sequential development, its emphasis on individualization of instruction, and its usefulness with all types of printed matter. The suggested teaching strategies are suggestions only, and teachers are encouraged to be innovative. Each of the five sections includes an introduction, materials to use, behavioral objectives, a bibliography, and an index of skills for self- or pupil evaluation.

727. Brown, Stuart R. Curriculum Goals for Region 5. Lancaster, S.C.: South Carolina Region 5 Educational Services Center, 1968, 100p. [ED 018 294]

The major vehicle for school improvement in South Carolina has been the establishment of minimum standards for schools to qualify for state funds. Continued study of the minimum standards has done much to improve education, but has not seriously challenged the leading school districts. Since, in many areas, educators agree that it is virtually impossible for a school district to have a well-articulated curriculum for grades 1 through 12 without written curricular plans, a large quantity of work has been done in this area. This document presents position papers in twenty-three of these curricular areas, outlining optimum programs as visualized by consultants from the South Carolina State Department of Education, college professors, and public school teachers.

728. Child, Toni, ed. Guide for Teaching Kindergarten. Columbia, S.C.: State Dept. of Education, 1969, 43p. [ED 051 190]

This guide includes sections on language arts, writing, speaking, reading, number relationships, social studies, health and safety, art, science, music, and physical education. This guide is divided into twenty-three short sections, each of which is straight text interspersed with illustrations. It is offset printed and staple-bound with a paper cover. Each section on curriculum content gives general guidelines for activities based on the developmental characteristics of kindergarten children and then lists several types of activities. Introductory sections list general objectives and give suggestions on planning and scheduling. The guide contains a six-page categorized list of equipment and supplies needed and a bibliography of references for the teacher. A short section on evaluation suggests that teachers develop checklists related to program goals and use them in daily observation. Anecdotal records are also considered useful.

729. Child, Toni, ed. Teaching Reading in South Carolina Secondary Schools. Curriculum Planning Guide. Columbia, S.C.: State Dept. of Education, 1968, 136p. [ED 051 191]

The guide is divided into ten chapters and several appendixes, each of which is straight text interspersed with photographs and illustrations. It is offset printed and perfect-bound with a paper cover. The first three chapters outline a philosophy of reading instruction and develop related objectives. Five chapters suggest general types of activities, with some specific examples, for basic reading skills and reading in the content areas. These chapters also present suggestions for planning a comprehensive program; including instructional and organizational practices, responsibilities of personnel, and student motivation. One chapter presents guidelines for selecting, developing, and using instructional materials. Appendixes contain extensive lists of materials, both print and non-print. One chapter gives general guidelines for student evaluation, including methods of using standardized tests and ways to evaluate the disadvantaged. Appendixes contain samples of several reading tests and questionnaires and an extensive list of standardized tests and other evaluation materials.

730. Course of Study for the Language Arts: Grades One through Twelve. Folsom, Pa.: Ridley Township School District, 1961, 203p. [ED 021 857. Document not available from EDRS. Available from John W. O'Brien, Ridley Township School District, Folsom, Pennsylvania ($9.00)]

Suggested materials and activities for three grade levels are presented in this language arts guide. The elementary and junior high programs are designed to satisfy the child's basic need for language and to help him reach higher levels of development; the senior high program, broad enough to include the extremes of academic ability, emphasizes the acquisition of knowledge through personal involvement, and those skills and experiences which add depth and significance to life. Lesson plans for grades 1-9 are organized into three sections--"Area," "Learning," and "Suggested Activities"--indicating the scope and sequence of the course and giving directions and suggested teacher references. The material for grades 10-12 is divided into 5 areas--listening, speaking, reading, writing, and grammar and usage--each of which includes "Learning and Skills" and "Suggested Experiences and Activities" (the latter coded for four levels of student ability). An eighty-page appendix offers standards and forms for teaching such various language activities as letter writing, creative writing, outlining, exposition, and penmanship.

731. Covey, Catherine. Reading Manual, A Guidebook for Illinois Workshops in Reading Remediation. Springfield, Ill.: State Office of the Superintendent of Public Instruction, 1967, 80p. [ED 012 216]

The importance of adapting reading instruction to each child's needs is stressed in this handbook for teachers of remedial reading. Information is organized around six topics: (1) the nature of the reading process, (2) criteria for a good elementary reading program, (3) remedial readers, the symptoms and causes (physical, intellectual, educational, emotional, and environmental), (4) principles and techniques of diagnosing remedial readers, both formal and informal procedures, (5) the remedial reading program, its basis, scope, objectives, and procedures, and (6) remedial reading in the total school with emphasis on reading in the content areas. Included in the appendixes are selected activities and exercises for teaching reading in the elementary schools, some criteria for the selection and evaluation of reading materials, lists of teachers' books for use with remedial readers, addresses of publishers, essential reading materials for every classroom, and remedial reading workbooks, supplies, audiovisual materials, supplementary readers, and enrichment series. Several additional reference lists, reading inventories, and checklists, and a list of diagnostic reading tests are given.

732. A Curriculum Guide for Migrant Education. Virginia Beach City, Va.: Virginia Beach City Public Schools, 1970, 82p. [ED 049 862]

This guide was developed by the Virginia Beach School system around the belief that exposing the elementary school child to various experiences improves self-concept and enhances the child's growth in social and academic skills, language ability, vocabulary skills, cultural background, and health and nutritional habits. In the document, general and specific objectives are listed. Sections on language arts and developmental reading, social studies, science, mathematics, health, and physical education are presented in chart form, with the following column headings: needs, objectives, learning experiences, and materials. A section on in-service programs provides descriptions and purposes of in-service workshops, and a section on evaluation discusses the local summer program for migrant children.

733. Curriculum Guide in Reading. Remedial Reading, Grades 3-12. Second Edition. Indianapolis, Ind.: State Office of the State Superintendent of Public Instruction, 1969, 116p. [ED 051 174]

The guide is divided into several straight-text chapters. It is offset-printed and edition-bound with a paper cover. General objectives for the program are outlined in the first chapter. Subsequent chapters present a plan for organizing a summer program for students at three different ability levels and list numerous activities under four categories--basic reading skills, word attack skills, comprehension and leisure reading, and study skills and content reading. Sample lessons in basic reading skills at the primary and secondary level are included. Appendixes contain a bibliography of teacher references and a list of materials and equipment, which includes books, workbooks, mechanical devices, magazines, filmstrips, and programed materials. Appropriate reading level is indicated for most materials listed. Detailed guidelines for diagnosing a student's reading level and evaluating his progress are presented. Sample forms are included. An appendix contains an annotated list of standardized tests.

734. Developmental Reading Activities, Grades 1-12. Gary, Ind.: Gary City Public School System, 1968, 286p. [ED 050 049]

The guide is divided into three sections: (1) primary skills, (2) intermediate skills, and (3) secondary skills. Each section is subdivided into readiness skills, comprehension, work perception, and study skills. The material is presented in four columns: basic reading skills (general and specific), related skills, and developmental activities. An appendix deals with listening skills. The guide is mimeographed and spiral-bound with a soft cover. The objectives are listed in the columns for basic reading skills and related skills. Detailed activities are listed in the activities column. No instructional material is specified. No provision is made for evaluation.

735. Don't Put Lids on Kids. Critical Reading Skills. Howard County Board of Education, Clarksville, Md.: 1968, 220p. [ED 066 441. Document not available from EDRS. Available from Howard County Public Schools, Clarksville, Maryland]

This guide for the elementary grades contains six short introductory sections: (1) foreword; (2) background of workshop; (3) comprehension--a constellation of many facts; (4) sample story; (5) critical comprehension exercises; and (6) critical reading lesson plan critiques. There are three main sections in the guide (Basic Critical Reading Skills, Organization Skills, and Abuses of Logic), each with three subsections (introduction, definition of terms, and category of skills with sample exercises and lesson plans). Topics covered include influence, generalization, semantic variation of vocabulary, antecedents, analogy, topic sentences, main idea, extraneous idea, sequence, classification, fact vs. opinion, bias, propaganda, connotation of words, and judging the competence of the author. The guide is mimeographed and spiral-bound with a soft cover. General objectives are given in the introduction to each section, with specific objectives at the beginning of the lesson plans. A large number of activities is included in each section. Any special materials required are described in the lesson plans. Evaluation procedures are included in some, but not all, of the lesson plans.

736. Elementary Language Arts Curriculum Outline. Honolulu: Hawaii State Department of Education, December 1967, 31p. [ED 031 489]

This curriculum outline reflects the current program in elementary language arts in the more exemplary classrooms in Hawaii. The program is described under four headings--reading, writing, literature, and speech. For reading and writing, individual skills to be mastered are listed for both lower and upper elementary grades. For literature, general goals are listed for both elementary levels. The speech program covers listening and speaking, and each subsection is divided into three grade levels: kindergarten, primary, and upper elementary. For each level, skills, oral language experiences, and expected outcomes are stated. Some of the skills covered include word perception, interpretation, oral and silent reading, self-expression in practical writing, kinds of written expression, listening to follow directions, and learning to explain and give simple directions.

737. An English Language Arts Curriculum Guide: K-3. Volume 1. West Lafayette, Ind.: West Lafayette Community School Corp., 1969, 390p. [ED 044 402. Available from Carmen Fabian, West Lafayette Community Schools, 141 Andrews Place, West Lafayette, Ind. 47906 ($4.95). Volumes for K, 1, 2, and 3 grades are available separately for $1.50 each]

This language arts curriculum guide, principally designed for teaching culturally advantaged pupils of above-average intelligence, aims (1) to specify a relatedness between the subjects comprising the English Language Arts, (2) to specify behavioral objectives, (3) to suggest learning processes that allow pupils to order their inner feelings by discovering order in their environment, (4) to reveal a continuum of learning experiences for children K-3, (5) to act as a plan book, and (6) to provide direction, especially for new teachers. For use by teachers, administrators, and curriculum coordinators, the guide classifies the subject areas of English into three major divisions: oral communication, reading, and writing. Each division contains, for each grade level, lists of behavioral objectives, suggested materials, and suggested activities. Additional materials include graphs of the classification and stress of subject areas in English for grades K-3.

738. English Language Arts Curriculum Guide: Grades 7-12. Lynwood, Wash.: Edmonds School District 15, 1967, 505p. [ED 021 856. Document not available from EDRS. Available from Mrs. Juliette Haertig Bloomer, Edmonds School District No. 15, 3800-196th Southwest, Lynnwood, Washington ($6.00)]

This integrated language arts program for grades 7-12 is based on a conceptual approach to teaching: significant concepts (e.g., "Literature reveals its origin in myth") are developed in several grades through increasing levels of sophistication. Language and literature are defined conceptually, and reading and composition are defined in terms of skills. Ways of using this integration of concepts with skills are illustrated, broad instructional objectives for language, literature, and composition are presented, and the value of inductive teaching is emphasized. A taxonomy of educational objectives and comments upon book selection and academic freedom complete the first part of the guide. The major portion of the guide consists of courses of study in language, literature, and composition for grades 7-11. (The courses in composition and literature are incomplete for grade 11.) The course guide for each grade presents key concepts and emphases, outlines activities related to the concepts, difficulty, and indicates teacher resources and audiovisual aids.

739. Fay, Leo C.; and others. Curriculum Guide in Reading. Developmental Reading, Grades 1-8. Indianapolis, Ind.: State Department of Public Instruction, 1966, 144p. [ED 011 495]

This curriculum guide was prepared by the State Committee on Reading, Indiana Department of Public Instruction. Six major areas are discussed: (1) philosophy, objectives, and characteristics of a good reading program, (2) organizing a total reading program, (3) organizing for classroom instruction, (4) teaching activities to develop specific skills, (5) evaluating the reading program in the total school system, and (6) improving the reading program. All aspects of the reading program, from pupil growth and development to teaching techniques and training, administration of the reading program, and involvement of parents, are explored. Specific suggestions for teaching include sample lessons, self-analysis checklists, program evaluation checklists, and lists of skills and attitudes and aids in studying. A professional bibliography for reading teachers provides extensive lists of materials and equipment, selected reading tests, and publishers' addresses.

740. Fay, Leo C.; and others. Curriculum Guide in Reading. Remedial Reading, Grades 3-12. Indianapolis, Ind.: State Department of Public Instruction, 1965, 144p. [ED 011 496]

A curriculum guide to remedial reading for grades 3-12, prepared by the Indiana State Committee on Reading, is presented. Eight major areas are discussed in the guide: (1) the purpose of the remedial program and its relationship to other programs, (2) the organization of the summer remedial reading program, (3) the diagnostic procedures in remedial reading, (4) remedial reading instruction, (5) word attack skills, (6) comprehension and leisure reading, (7) study skills and content reading, and (8) evaluation, reporting, and follow-up of the remedial program. Sample lessons, checklists, informal tests, and specific suggestions for teaching are included. A selected bibliography provides background in the philosophical and research foundations of the reading process and reading instruction, reading materials and equipment for grades 1-12, standardized tests, suggested forms to be used in a reading program, and publishers' addresses.

741. Firth, Brian. Mass Media in the Classroom. Basic Books in Education Series, Edited by Kathleen O'Connor and D.J. O'Connor. Basingstoke, England: Globe Book Services, Ltd., 1968, 127p. [ED 049 596. Document not available from EDRS. Available from Globe Book Services Limited, Brunel Road, Basingstoke, England ($2.88)]

The teacher is provided with a range of practical suggestions for teaching about mass media. Chapters are devoted to the press, magazines, television, advertising, and film. The author argues that the teacher must start from the place of the various media in the lives of the children, and not from a desire to instruct the children as to what they should think about a particular medium. The book is intended for teachers of children from age nine through high school. The author is English, and, while many of the examples he uses may not be familiar to American readers, the principles from which he works are useful. Lists providing suggestions for further reading are included.

742. Fort Benton Language Arts Curriculum Outline. Fort Benton, Mont.: Fort Benton Public Schools, 1971, 103p. [ED 062 038]

The language arts curriculum of the Fort Benton School system was developed with funds under Title III of the Elementary and Secondary Education Act to stimulate the inherent creative talents of the student with the skills of communication. Basic goals of the K-12 curriculum are to develop an appreciation of varied forms of literature and fine arts; to develop reading, writing, speaking, and listening skills; to develop the ability to use the English language effectively; and to develop the ability to use a library. The curriculum is sequential from beginning experiences in language arts at the K-3 level to a non-graded, phase-elective language arts program for grades 10-12. Objectives and instructional resources are specified for each grade level.

743. Gibson, Madelyn. Language Arts: Acceleration. Miami, Fla.: Dade County Board of Public Instruction, 1971, 20p. [ED 062 099]

This program guide outlines an advanced laboratory course using multimodal materials from junior high school to college, which is designed to improve reading and comprehension, visual and auditory efficiency, and study skills. Each student begins at a test-determined level and progresses as skill and efficiency increase. The basic purpose is to provide students with an opportunity to practice those reading skills which will be most helpful to them in reading the quantities of materials required in many content courses. Performance objectives, rationale, course content, teaching strategies, student resources, and teacher resources are included.

744. Goolsby, Thomas M., Jr. A Curriculum in Listening Achievement. Athens: Georgia University, 1969, 105p. [ED 050 137. HC not available from EDRS. Available from Thomas M. Goolsby, Jr., University of Georgia]

Specialists in child development have recommended that children be "read to" at an early age. Many children are read to, and some have been read to a great deal. However, much more is to be desired for some groups of the population, and for some individuals. In recognition of the needs of these children, this curriculum in listening achievement was developed. It consists of twenty-four stories or passages that are of the caliber to elicit interest in the minds of preschool children. The ten questions that follow each story encompass the factors that are designed to be gleaned from the story--details, purposes, organizations, and evaluations. This group of stories and questions comprise a curriculum for non-readers designed to afford experience and training in obtaining from the printed page the kinds of factors necessary to be gained in all reading.

745. Guia Didactica Para la Ensenanza de la Lectura-Escritura (Guide to the Teaching of Reading and Writing). Instituto Nacional de Pedagogia (Mexico), 1969, 3p. [ED 060 359. Document not available from EDRS. Available in CEAS Abstract Series No. 1-4 (ED 060 227)]

This document is an English-language abstract (approximately 1,500 words) of a guide prepared by the National Pedagogic Institute for the Teaching of Reading and Writing. The general principles in the guide will tend to unify first grade teaching methods. A brief presentation gives a description of the parts into which the guide is divided: (1) preparatory exercises, to enable the child to reach complete maturity in the psychobiological aspects; (2) the teaching of vowels, basic to learning sentence and word analysis, and consonants; (3) the teaching of consonants is carried out through word and sentence analysis, and by forming new consonants with the sounds already learned. The chapter on the development of the third state contains suggestions for consolidating reading through exercises that should be practiced as soon as the child reads the first word. Using literary material not only improves reading ability, but also promotes the development of aesthetic sensitivity in the child. In the chapter on consonants, there is described the teaching of letters, with a series of suggestions for stimulating and beginning the learning of certain letters, plus suggestions for words, phrases, sentences, and lessons that can be formed with letters already learned.

746. Guide Book, Kindergarten. Cheyenne, Wyo.: Cheyenne Public Schools, 64p. [ED 051 142]

The subject matter of this guide includes social living, language arts, literature, reading, numbers, handwriting, art, music, and physical education. The guide is divided into eighteen short chapters. In addition to the various curriculum subjects, they include the arrangement of the daily program, evaluation, speech development, a list of basic equipment, and eight sample units. The guide is mimeographed and spiral-bound with a soft cover. The overall objectives of the program are set out in the first chapter. Specific objectives are included in the text. There is no attempt to provide formal lesson plans, but details of many activities are given for each subject and in the sample units. Lists of resource materials are given for each subject, and a list of basic equipment is also provided. The chapter on evaluation includes a checklist for intellectual behavior, social development, motor control, health, and rhythm and music.

747. Guide Book, Second Grade. Cheyenne, Wyo.: Cheyenne Public Schools, 76p. [ED 051 143]

The subject matter of this guide includes reading, language arts, spelling, writing, literature, arithmetic, social studies, science, health, art, and physical education. In addition to a chapter on each of the subjects covered, the guide includes a suggested weekly time allotment and daily program and an appendix listing resource materials. The guide is mimeographed and spiral-bound with a soft cover. Objectives are listed in detail in each chapter, and activities for each subject are also given in considerable detail. The activities for the art lesson are set out in chart form. Texts and other materials needed are listed in each chapter. The appendix contains information on films and filmstrips, a children's bibliography, and a general bibliography. No specific provisions are made for evaluation.

748. Guide Book, Third Grade. Cheyenne, Wyo.: Cheyenne Public Schools, 1968, 105p. [ED 051 144]

The subject matter of this guide includes arithmetic, social studies, language arts, spelling, writing, literature, reading, science and health, art, and physical education. The guide gives suggested weekly and daily time allotments. One chapter is devoted to each subject, with additional chapters on language attainment, arithmetic enrichment, and science enrichment. The supplement provides more detailed information on the science and health program. The guide is mimeographed and spiral-bound with a soft cover. The supplement is mimeographed and staple-bound with no cover. The objectives for each subject are set out at the beginning of each chapter, followed by a listing of suggested activities. Texts, films, tape recordings, records, art, and science materials are listed in the appropriate chapters. There is also a general bibliography. The supplement gives details of all materials required for each activity. No specific provisions are made for evaluation.

749. Guide Book, Fourth Grade. Cheyenne, Wyo.: Cheyenne Public Schools, 1968, 60p. [ED 051 145]

The subject matter of this guide includes English, spelling, handwriting, reading, social studies, arithmetic, science and health, art, and physical education. The guide devotes one chapter to each subject, with an introductory chart giving the suggested daily and weekly time allotments. The art and physical education programs are presented in chart form. The guide is lithographed and spiral-bound with a soft cover. The objectives are listed for each subject, together with detailed suggestions for activities. Precise information is given on all textbooks and other material required. No special provision is made for evaluation.

750. Guide Book, Sixth Grade. Cheyenne, Wyo.: Cheyenne Public Schools, 1968, 49p. [ED 051 146]

The subject matter of this guide includes spelling, handwriting, reading, social studies, arithmetic, science and health, art, and physical education. The guide includes suggested daily and weekly time allotments, and one chapter for each subject. The material on art and some of the material on social studies is presented in chart form. The guide is mimeographed and spiral-bound with a soft cover. Objectives for the various subjects are set out at the beginning of each chapter. Activities are listed, sometimes in considerable detail. Information is given on the materials required for each subject, including texts for children and teachers, and audio-visual aids. No specific provisions are made for evaluation.

751. A Guide for Beginning Teachers of Reading, Grades 1-4. Brooklyn: New York City Board of Education, 1967, 119p. [ED 020 858. HC not available from EDRS. Available from Board of Education of the City of New York ($2.00, Request Curriculum Bulletin No. 5, 1967-68 series)]

Practical suggestions, descriptions of procedures, and samples of records, lesson plans, exercises, test items, and activities are included in this guide for beginning teachers. The guide is organized under the following chapter titles: (1) Learning about the Child, (2) Class Organization, (3) Becoming Acquainted with Materials, (4) Getting Started in Reading, (5) Teaching the Reading Skills, and (6) Evaluation of Reading. A list of the Dolch basic sight vocabulary, a bibliography of professional books and journals, and suggestions for preparing pupils for the administration of tests are included.

752. Guidelines for Reading. Milford, N.H.: New Hampshire Supervisory School Union Number 40, Milford, 1967, 186p. [ED 021 690. Document not available from EDRS. Available from Supervisory School Union No. 40, Milford, New Hampshire]

A reading program should stimulate intellectual curiosity. This philosophy is expressed in a 1967 reading guide for primary and secondary schools prepared by the Reading Committee of the Union 40 Curriculum Council of Milford, New Hampshire. It was developed as a result of the 1966 curriculum study by the Union 40 Curriculum Council. While it is built around the necessary concepts and skills, the guide emphasizes creativity and encourages innovation. Necessary skills in word recognition, listening, comprehension, vocabulary development, critical reading, and research are presented in a scope and sequence chart which indicates levels of introduction, enrichment, and mastery. The guide is divided into sections on basic reading skills, word recognition, listening skills, comprehension skills, vocabulary skills, study skills, locational skills, and critical reading. Suggested concepts, specific skills, activities, procedures, and evaluative techniques are listed in each section. The guide is enriched by an appendix listing a variety of teaching aids and evaluative devices, an extensive bibliography, an example of an evaluation form for teachers to use in evaluating the guide, and a list of recommendations for further study of the guide.

753. Hales, Carma J.; and others. A Teacher's Guide to Continuous Progress in Reading Instruction. 1967, 88p. [ED 020 856]

Continuous Progress Education, a Title III project, operates on the assumption that every child is unique in his own needs and capabilities. To insure optimum learning and development for each child, these needs should be carefully provided for. The implementation of a continuous progress program depends on the clarification of long-range goals and specific behavioral objectives, and on the identification of the skills and concepts toward which learning should be geared. For continuous progress in reading instruction, a guide was developed for initiating a reading program that espouses the basic philosophy of continuous progress education. It gives an overview of goals for developing reading interest and competence, organizing instruction, setting up behavioral objectives, and appraising reading growth. Suggested behavioral objectives for each of the elements of a sequential program of reading skills cover word attack, vocabulary, comprehension, and applied reading. It also lists ways of implementing the program through an environment organized for optimum learning and through appropriate and adequate materials and learning experiences which meet total group and individual pupil needs. The guide is well-appended, with sample lesson plans, guidelines, and evaluative techniques, and it offers an extensive bibliography for interested teachers.

754. Hand, John S., ed. Curriculum Guide in Reading. Developmental Reading, Grades 1-8. Indianapolis, Ind.: State Office of the State Superintendent of Public Instruction, 1969, 141p. [ED 051 172]

The guide is divided into six chapters. It is offset-printed and edition-bound with a paper cover. General objectives for the reading program are outlined in the first chapter, and a list of specific skills to be developed is included. Subsequent chapters discuss administrative aspects of organizing a program and describe activities which are related to specific skills, but not to grade or ability level. Several sample lesson plans are also included. One chapter presents general guidelines for appropriate methods of evaluating students. Appendices contain a short bibliography of teacher references, a list of materials and equipment, a list of standardized reading tests, and a list of publishers.

755. Hand, John, ed.; and others. Curriculum Guide in Reading. Developmental Reading: Junior and Senior High School, Grades 7-12. Indianapolis, Ind.: State Dept. of Public Instruction, 1969,

159p. [ED 051 173]

The guide is divided into nine short chapters and several appendixes. It is offset-printed and edition-bound with a paper cover. No objectives are mentioned. General guidelines are given for planning activities to develop reading skills, and for activities in specific content fields. An appendix contains a sequential outline of reading skills for developmental reading. The appendixes contain annotated lists of teacher references, textbooks, workbooks, films and filmstrips, and mechanical teaching aids. The guide suggests appropriate methods for evaluating students. It emphasizes standardized tests. Lists of commercially available texts for diagnosis and evaluation and a list of test publishers are included.

756. Handbook for Language Arts: Grades Three and Four. Curriculum Bulletin, 1969-70 Series, No. 6. Brooklyn: New York City Board of Education, Bureau of Curriculum Development, 1969, 365p. [ED 049 201. HC not available from EDRS. Available from Board of Education of the City of New York ($5.00, make checks payable to Auditor, Board of Education)]

This curriculum guide is intended to aid teachers and supervisors in elementary schools by providing them with practical, specific information on how to help children learn the nature of the English language, organize and express their own ideas, and use language to acquire knowledge. An overview of the program for grades 3 and 4 indicates methods of evaluation and suggests expected outcomes of the program in terms of students' both getting and expressing ideas. Activities are suggested which are designed to extend auditory and visual discrimination skills, comprehension skills, literary appreciation, and reading experiences. Besides helping them learn about language (e.g., vocabulary development, sentence structure, and history of the English language), the guide also contains activities in vocal and written expression. The appendix contains a list of books to read aloud to children, poems for grades 3 and 4, basic spelling words, selected teacher references, a description of the sounds of English, and handwriting manuscript forms.

757. Hansen, David M.; and others. Language Arts. A Teacher's Guide, Elementary. Buffalo, N.Y.: Buffalo Public Schools, 1970, 33p. [ED 061 188]

There are three main sections: (1) listening and speaking; (2) written language, with subsections on composition, handwriting, and spelling; and (3) reading, with a subsection on literature. There is also a brief glossary and a list of phonetic aids for the teacher. The guide is printed and spiral-bound with a soft cover. Each section or subsection lists general objectives, followed by a section on skills which gives more detailed objectives. Suggested activities are provided in each section or subsection, and the teacher is expected to adapt and expand from these. A brief list of children's books is included. No provision is made for evaluation.

758. Hedlund, Sue; and others. A Continuous Learning and Developmental Reading Program. Elementary Curriculum Guide, St. Paul, Minn.: Mounds View Public Schools. 1970, 386p. [ED 072 044. Document not available from EDRS. Available from Independent School District 621, Mounds View Public Schools, District Service Center, 2959 North Hamline Avenue, St. Paul, Minnesota 55113]

This guide is organized according to grade levels. Materials for K-6 have been organized under four broad color-coded topics: Kindergarten, Word Attack Skills, Comprehension, and Research Reading Levels. Each topic for each grade level is divided into expected pupil outcomes and suggestions and activities to aid in development. Appendixes include a glossary, work list, and review card drill. The guide is lithographed and spiral-bound with a soft cover. Objectives are presented for each unit. Activities are listed under Suggestions and Activities. Limited details concerning instructional materials are presented under Suggestions and Activities. No provisions are made for student evaluation.

759. Heimbuch, Margaret; Moore, John A. Suit the Speed to the Road: Reading, Language Arts. Miami, Fla.: Dade County Public Schools, 1971, 23p. [ED 063 590]

An outline is presented for a secondary level course in reading designed for the Dade County, Florida, public schools. The course is an authorized course of instruction for the Quinmester Program. It is primarily designed to teach students how to select reading materials at their reading levels, determine their reading rates, and adapt reading pace to various kinds of materials depending on the kind of information sought. Performance objectives, rationale, teaching strategies, learning activities, and resource materials are outlined in detail. A list of materials used in the course is included.

760. Hunt, Kellogg W.; O'Donnell, Roy. An Elementary School Curriculum to Develop Better Writing Skills. Tallahassee: Florida State University, 1970, 78p. [ED 050 108]

The primary purpose of this experiment was to see if instructional materials created for fourth graders could enhance their normal syntactic development, and if these materials would succeed better with black or with white students. For one school year a sentence-combining curriculum was demonstrated on 180 students who had been grouped experimentally; 155 students formed a control. All students were pretested on one piece of writing, tested mid-term on writing and rewriting, and posttested on three pieces of writing. The test results were analyzed, and the curriculum materials were found to be significantly successful in helping the experimental group (1) make more sentence-embeddings than did the control group, (2) improve their free writing, and (3) improve at least one aspect of their reading skill. A comparison of possible effects of the curriculum on black and on white students revealed that only the black experimental classes showed significant superiority over a corresponding control group on the reading instrument or in the syntactic maturity exhibited in their free writing. (Appendices contain two rewriting instruments; lessons 1-29 of the experimental curriculum; a list of references dealing with research in syntactical and reading skills; and tabulations of findings from the study.)

761. Language Arts Guide. Kindergarten-Level Twelve. Hazelwood, Mo.: Hazelwood School District, 1969, 145p. [ED 051 158]

The guide has seven sections: (1) Listening (K-12); (2) Speaking (K-12); (3) Reading (K-12); (4) Writing (K-12); (5) Special Areas, including Speech, Dramatics, Debate, Creative Writing, Latin, Spanish, French, German, Journalism, and Reading Efficiency, for grades 7-12; (6) Suggested Lesson Patterns; and (7) Bibliography of Suggested Professional Readings. The guide is mimeographed and spiral-bound with a soft cover. Specific objectives stated in terms of student behaviors are listed at the beginning of each unit. A list of suggested activities for helping to achieve the desired student behaviors is given for each unit. The lesson patterns give more detailed examples of activities. Materials and resources are listed for each unit in the sections on special areas and lesson patterns, but not for the other sections. Evaluation questions are given for the other units in the section on special areas. Evaluation has been omitted from the other sections, as it is intended that the meeting of the listed objectives should serve as a means of evaluation.

762. Lee, John R.; Anderson, Lee F. New Approaches to and Materials for a Sequential Curriculum on American Society for Grades Five to Twelve. Vol. II. Final Report. Evanston, Ill.: Northwestern University: Social Studies Curriculum Center, 1970, 355p. [ED 046 849. Document not available from EDRS. Available from ERIC Clearinghouse for Social Studies/Social Science Education, 970 Aurora, Boulder, Colorado 80302 (for loan only)]

Another objective in addition to those stated in ED 046 848 was to develop illustrative source books for teachers and booklets for pupils that exemplify the approaches to be tested in investigations. There were five brief history units written on topics that should be added to textbooks: (1) The Social Impact of the Great Depression, (2) The New Deal, (3) Realism and Idealism in American Foreign Policy, (4) Education for an Urban and Industrial Society, and (5) Why Study History. Five units on Intellectual History were written for eleventh grade advanced placement titled "Concepts in American History." Three long history units using a wide variety of literary sources, an experimental course using biographies as an inquiry method, and reading units for slow readers were developed. New materials and strategies such as simulation and problem-solving were developed for teaching history, politics, and economics. One economics project focused on concepts related to production; another involved the writing of supplemental reading materials. Map interpretation was the focus of a geography project. In law, four casebooks were created for the social studies. Lastly, "The Handbook of Social Inquiry" was written to develop understanding and skills in the process of social scientific inquiry.

763. McClellan, Jack; and others. Citizens All. Teacher's Guide. Citizens All Series. Boston: Houghton Mifflin Company, 1967. [ED 019 359. Document not available from EDRS. Available from Houghton Mifflin Co.]

A teacher's edition of a multicultural social studies textbook or reader for students in the middle grades, particularly in grade 5, this illustrated book contains a story about a class trip to a large city civic center where the students encounter people of many cultures and races. A visit to a courtroom makes up a large part of the text, which is designed to promote basic understandings of city government and of certain social realities. For the teacher, guidelines for motivation, reading skill development, and instruction in social concepts accompany each chapter, and annotations are printed on every page. A resource list of supplementary books, films, and filmstrips is also provided.

764. Marks, Ruth A. Guidelines for the Remedial Reading Program. Boise, Id.: State Department of Education, 1965, 22p. [ED 016 595]

This guide for setting up remedial reading programs in Idaho schools emphasizes the importance of preventing reading difficulties. The guide maintains that while a remedial reading program primarily diagnoses reading difficulties and provides the necessary remedial treatment, the program also supplements the regular classroom reading program. To help teachers identify pupils needing remedial reading instruction, criteria are suggested for judging prospective referrals. The duties of the administrative staff, the remedial reading teacher, the regular classroom teacher, and of the parents concerned are also considered, since the effectiveness of the program depends on their cooperative efforts. The minimum standards prescribed by the International Reading Association are recommended as guides for identifying the reading specialist. Samples of forms used for keeping accurate and up-to-date records of each referral's progress are enclosed.

765. Moffett, James. A Student-Centered Language Arts Curriculum, Grades K-13: A Handbook for Teachers. Boston: Houghton Mifflin Company, 1968, 503p. [ED 030 665. Document not available from EDRS. Available from Houghton Mifflin Company]

The main thesis of this book, which describes a pupil-centered curriculum, is that students should use language more than they customarily do. The curriculum is based on a "naturalistic" approach "whereby students learn essentially by doing and receiving feedback." Consequently, most of the book is devoted to guiding the student from a posture of simply receiving language to one in which he uses, experiences, and produces it. The summary of principles in the book's introduction indicates that the curriculum emphasizes thinking skills, writing from personal experience, self-awareness, sequential development, trial-and-error learning, small-group interaction, and language as a social act. Literature is integrated with writing and language activities in the belief that such activities will "directly help to develop the faculties necessary for reading comprehension." The twenty-nine chapters in the book are organized under four study levels: K-3, 4-6, 7-9, and 10-13. Each chapter for the elementary grades concentrates on methods of teaching language activities, and emphasizes students' responses to their own and peer writing. Later chapters present types of discourse, using both student writing and published materials as examples. (See also ED 030 664.)

766. Oral Communications in Kentucky Schools. Frankfort, Ky.: State Department of Education, 1968, 99p. [ED 051 195]

The central portion of the guide is divided into five units: public speaking, voice and diction, drama, oral interpretation, and radio-television. Each unit is in straight text or list form. The guide is offset-printed and perfect-bound with a paper cover. General objectives are developed in an introductory section which outlines the history, present status, and role of the oral communications program. Specific objectives are listed in each unit. Activities listed in each unit are correlated with one or more specific objectives. Each unit contains a short list of references related to that unit. In addition, an appendix contains annotated lists of teacher and student references.

767. Otto, Wayne; and others. Prototypic Guide to Reading Skill Development in the Elementary School. Madison: Wisconsin University Research and Development Center for Cognitive Learning, July 1967, 48p. [ED 016 573]

A prototypic guide to reading skill development in the elementary school focuses on the cognitive skills that influence achievement in reading. The guide provides explicit statements of the following skills: word recognition, comprehension, study skills, self-directed reading, interpretive reading, and creative reading. It also provides a specific framework for teaching the reading skills. No attempt is made to describe a complete program for the developmental teaching of reading. The guide is to be tested in a variety of school settings and is considered "strictly transitory." The model exercises used to assess the skills are included.

768. Parker, Elizabeth Ann. Teaching the Reading of Fiction: A Manual for Elementary School Teachers. New York: Teachers College Press, Columbia University, 1969, 154p. [ED 064 281. Document not available from EDRS. Available from Teachers College Press ($2.95)]

The purpose of this manual is to identify and characterize reading abilities that seem necessary and appropriate to the comprehension of prose fiction, and to stimulate reflection on matters concerning classroom instruction in these abilities. The focus of the manual is upon those concepts and generalizations which can be useful to the classroom teacher of children of ages eight through twelve. The manual is designed to draw the teacher's attention to the nature of prose fiction as a unique way of knowing, to relate that insight to an understanding of the structural elements and methodology of prose fiction, and to help him apply these understandings to a conception of prose fiction reading abilities, and to the instruction of elementary school children in the development of these abilities. The formulations presented here concerning reading abilities and teaching procedures were guided by a study of the nature of prose fiction. Literary reading abilities discussed in writings on reading instruction were analyzed in reference to this study of the structure and methodology of fiction, to suggest their power to reveal the implications of stories.

769. Parks, Tom. Communication Skills: Reading-English, Level 3 and 4. Columbia, S.C.: State Department of Education, June 1972, 252p. [ED 070 083]

This curriculum guide for a high school junior- and senior-level English program identifies twenty-two characteristics of a successful graduate. These characteristics are regarded as goals to be met through the completion of units on four communicative processes: (1) reading, (2) writing, (3) speaking and listening, and (4) thinking and perceiving. The guide explains precisely the student abilities, values, and understandings to be developed in each unit; shows how each lesson may be introduced to the student; lists many classroom ideas, activities, lesson plans, and suggestions for teaching each unit; and suggests sample tests and additional materials when applicable. Additional text materials recommended as supplements to this basic guide are listed in the back with publishers, addresses, and current prices.

770. Pooley, Robert C. English Language Arts in Wisconsin, A Sequential Growth Curriculum in English Language Arts for the Kindergarten through Grade Twelve. Madison: Wisconsin English Language Arts Curriculum Project, and Wisconsin State Department of Public Instruction, 1968, 457p. [ED 018 410. HC not available from EDRS. Available from Publication Order Division, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702 ($1.75)]

This curriculum guide presents, in revised and corrected form, three guides published earlier as experimental editions--"Teaching Literature in Wisconsin" (1965), "Teaching Speaking and Writing in Wisconsin" (1966), and "Teaching the English Language in Wisconsin" (1967. Three main divisions of the guide present the literature, speaking and writing, and language programs, each of which contains sections for the primary, intermediate, and junior and senior high levels. Elementary- and secondary-level bibliographies are included for each subject division, and an introduction and teaching illustrations are provided for each grade-level section. The literature division contains basic and collateral reading lists for each of the four grade levels, and materials concerning the use of the library in the teaching of literature. The division devoted to speaking and writing includes discussions of mechanics and of speech and writing development for the primary and intermediate levels. Sections for the junior and senior high levels include discussions of speech in the language arts, the development of written expression, spelling and mechanics, and student and teacher evaluation of written expression. In presenting the language program, the guide provides discussions of concepts, the development of a classroom dialect, language patterns, vocabulary, and semantics for the elementary levels. The junior high language section also deals with language origin and grammar and includes materials of special interest at this level. The senior high section adds usage, dialect study, the historical development of English, and materials of special interest.

771. *Project Necessities, Phase III. Volume IV: Teaching Materials for Kindergarten and First Grade*. Cambridge, Mass.: ABT Associates Inc., 1970, 303p. [ED 049 854]

This project consists of ten activities intended for kindergarten-aged American Indian (including Eskimo) children. Some of the supplementary materials needed to teach these activities ("Symbol Formation" and "An Animal Alphabet") are appended. The unit, entitled "Learning to Communicate," begins with non-verbal activities and ends with activities involving symbolic writing. Part B ("People, Places and Things," for first graders) is divided into three sub-units: Homes; Homes and Schools; and School, Land and Communite. The sub-units are designed to provide the Indian student with a knowledge not only of his own way of life but also of the way other people live. Each set of classroom activities which precedes the instructional narratives is meant to provide a reference for several days of teaching. Each includes a short overview of the activity itself and indicates the materials and equipment needed to carry out the activity.

772. *Project Necessities, Phase III. Volume V: Teaching Materials for Second and Third Grades*. Cambridge, Mass.: ABT Associates, 1969, 194p. [ED 049 855]

Part A of this guide consists of six units intended for second-grade American Indian (including Eskimo) children. Activities include music, pantomime, and drama to allow the student and teacher to develop their own classroom version of the story of creation so that the student learns the difference between fact and truth. Supplementary materials ("Long Ago When There Was Darkness and All Things Were Yet to Be Made" and "Animals, Climate and Terrain") needed to teach these social studies units are appended. Part B, "Using the Land," is intended for third-grade children, and consists of three units. The units are designed to provide the Indian child with a knowledge of elementary economic concepts which are tied directly to the land as the primary economic resource for meeting man's needs. Supplementary material needed to teach part B is "Egegik and Shageluk," which is appended. In Parts A and B, each set of classroom activities which precedes the instructional narratives is meant to provide a reference for several days of teaching. Each includes a short overview of the activity itself and indicates the materials and equipment needed to carry out the activity.

773. Reading Curriculum: Tentative. Cincinnati, Ohio: Cincinnati Public Schools, 1971, 154p. [ED 065 846]

The Developmental Reading Program K-6, one phase of the reading curriculum, provides teachers and administrators with a comprehensive guide to sound educational practices related to the teaching of reading skills. It is based on classroom experimentation and study of research findings by Cincinnati teachers, principals, and supervisors who have worked on this project the past three years. This guide is intended to provide a structure for planning and implementing the Reading Skills Program K-6. It contains suggestions for diagnosing, developing, and reinforcing skills, and for assessing pupil mastery. The present plan is to provide selected elementary school staffs, in grades kindergarten through six, with copies for tryout and reaction during the school year 1971-72.

774. Reading, K-6, Volume I. Rochester, Minn.: Rochester Public Schools, 1967, 325p. [ED 021 688]

The first volume of an elementary curriculum guide prepared by the Summer Workshop Reading Committee of the Rochester Public Schools in Rochester, Minnesota, applies to kindergarten through grade four. It is divided into the prereading level, the beginning reading level, and the independence level. Grade designations under each level suggest the level at which an average student is likely to be working, but teachers are encouraged to adjust instruction, activities, and materials to individual pupil needs and to use multiple approaches and flexible time schedules. Each reading level covers vocabulary development comprehension, oral reading, and study skills. The reading skills to be developed in each of these areas are outlined in four scope and sequence charts. The place of a developmental reading program in the total elementary school curriculum is described. Practical classroom activities with corresponding references and evaluative techniques are suggested to help teachers develop skills and evaluate reading instruction. This guide could serve as a frame of reference in planning the school year's program or a day's lesson, as a resource material in selecting appropriate materials, activities, and techniques, and as an aid in evaluating the total reading program.

775. Reading Language Arts Curriculum Guide, Grades 1-2-3, Book Two. Abbeville, La.: Vermilion Parish School Board, 1970, 128p. [ED 079 711]

This language arts curriculum guide focuses primarily on reading instruction for students in grades one, two, and three. The topics discussed in this guide include an introduction to reading; major steps in developmental reading instruction; suggested time allotments for the Ginn Reading Program; scope and sequence charts; a checklist for evaluating progress in reading; a guide for the use of supplementary material; grouping for effective reading instruction; experience and enrichment charts in a reading program; suggested activities and games; and the use of the overhead projector in reading instruction. A bibliography of professional and instructional books is also included. (A related document, CS 200 642, is devoted to English language arts grades 1, 2, and 3.)

776. Reading Skills Reference Guide. Addendum #1. Titusville, Fla.: Brevard County Board of Public Instruction, 1970, 104p. [ED 048 142]

The guide, an addendum to the main reading skills reference guide, has preliminary sections explaining the recommended use of worksheets and workbooks, methods of grouping, and testing information. Additional materials for skill development and aids for checking specific skills are presented in the form of charts. The guide is offset-printed and spiral-bound with a soft cover. The program is designed to help the first-grade child who is reading below grade level. The material in this guide is intended to be used selectively by the classroom teacher in conjunction with the teacher's manual and reading skills reference guide. Limited information on materials is provided. Information is given on administering and interpreting mastery tests.

777. Reed, Mary Jane. Growing With Language: Laying Foundations for Reading. Kindergarten. Bloomington, Minn.: Bloomington Public Schools, 1968, 46p. [ED 065 500]

The guide has five main sections: (1) comprehension skills; (2) attitudes and interests; (3) word recognition skills; (4) study skills; and (5) oral expression. Each section has sub-sections giving an overall description of the topic, a list of comprehension skills, activities, and one or more sample lessons. A brief final section deals with the kindergartener who can read. The guide is xeroxed and spiral-bound, with a soft cover. Objectives and activities are set out in the sections of desirable outcomes, as well as in the sample lessons. References to instructional materials are made in the text; there is no separate listing. No special provision is made for evaluation.

778. RIF's Guide to Developing a Program. Washington, D.C.: Smithsonian Institution, 1972, 15p. [ED 062 094]

The Reading is FUNdamental program is funded by the Ford Foundation and sponsored by the Smithsonian Institution. Its advisory board is composed of people from diverse fields. It is designed to motivate children to read through experiencing the joy and pride of owning books of their own choice, and its purpose is to help develop and give technical assistance to a variety of model projects throughout the United States. This guide contains suggestions for starting an RIF project based mainly on the experiences of the pilot and model projects. Separate sections deal with the organization, funding, development, evaluation, and new directions of RIF programs. Types of assistance offered by the National RIF Office are outlined.

779. Sanchis, Robert A.; and others. Guide for Implementing State Adopted Texts, 1969-1970. Fountain Valley, Calif.: Fountain Valley School District, 1969, 97p. [ED 053 897]

The materials and procedures used by the Fountain Valley School District, California, to implement their reading program, are described. Included are a description of the reading principles on which the program is based, and information on methodology and organizational procedures. Also prescribed are lists of state-adopted texts, summaries of basic texts, scope and sequence of materials, plus a means of evaluating the effectiveness of such a program. Graphs, charts, and forms are used to further explain the use of the guide and the implementation of the program.

780. Scannell, William J., ed. English Curriculum Guides K-12 and Criteria for Planning and Evaluation. Urbana, Ill.: National Council of Teachers of English, ERIC Clearinghouse on the Teaching of English, 1970, 35p. [ED 044 419]

This publication, compiled by the NCTE Committee on Curriculum Bulletins, provides informative and evaluative annotations for thirty-three elementary and secondary curriculum guides. These guides, reviewed and recommended in 1966-1970, are presented to provide models for schools and agencies in developing curricula and in writing guides. The annotations indicate availability and prices of the guides, including instruction on how to order those which are available through the ERIC Document Reproduction Service. As an additional aid, criteria for planning, evaluating, and revising English language arts curriculum guides are also included.

781. Sequential Levels of Reading Skills, Prekindergarten-Grade 12. Brooklyn: New York City Board of Education, 1968, 59p. [ED 022 640. HC not available from EDRS. Available from Board of Education of the City of New York ($2.00)]

This guide is designed to help teachers, staff members responsible for teacher training, and reading supervisors provide better reading instruction. The skills that lead to mature reading are arranged on eight levels of developmental sequence. Level A is concerned with developing prereading skills; levels B to D treat initiating and developing basic reading skills; levels E to H stress extending, refining, and applying reading skills. Within each level, these skills are grouped in relation to the development of word power, recognition and interpretation of meaning, and work-study skills. Arrangement by level of difficulty rather than by grade level should encourage individualized instruction. The application of each skill to practical reading experiences in various curriculum areas and in functional situations in and out of the classroom is emphasized. Skills that help the reader develop appreciation of literary excellence are not included. A short overview of the levels of reading skills is given, and specific suggestions for skill application are noted.

782. Shapiro, Marvin B. The AD Game. A Language Development Unit for Reading, Writing, Speaking and Listening. Philadelphia: Pennsylvania Advancement School, 1971, 39p. [ED 051 213. Also available from Pennsylvania Advancement School, Fifth and Luzerne Streets, Philadelphia, Pa. 19140 ($1.00)]

The introductory material explains the philosophy behind the unit and the way in which it should be taught. There are ten lesson plans and a short bibliography for teachers of books about advertising in the U.S. The guide is mimeographed and staple-bound with a soft cover. The unit is intended to encourage students to use a more explicit, descriptive, and detailed speech style, and to increase their understanding of advertising techniques so that they will be wiser consumers. Activities are suggested for each lesson, but the teacher is encouraged to adapt them to the needs of his own students. Information is given on material for each lesson. No formal texts are used in the unit. No provision is made for evaluation.

783. Smiley, Marjorie B. Development of Reading and English Language Materials for Grades 7-9 in Depressed Urban Areas. Final Report. New York: City University of New York, Hunter College, 1968, 94p. [ED 021 703]

The Hunter College Project English Curriculum Center (1962-68) developed and field-tested fourteen units in English language arts for junior high school students in depressed urban areas who were reading an average of two years below grade. The purpose of the curriculum was to interest and motivate students by providing them with literature related to their own lives and by involving them in language activities related to their concerns. The anthologies which served as the core of these units dealt with human interest themes and included selections about minority groups. Each unit included a detailed manual for teachers, supplementary audiovisual materials, and an annotated book list for individualized reading. The methodology emphasized active learning and learning sequences which would aid students to discover concepts and principles. Special attention was given to study and test-taking skills. These units were field-tested in schools in New York, Ohio, Florida, and California. Approximately 5,000 students participated. Teachers, students, and independent observers judged the units relevant to student interests, motivating, and teachable. Schools which reported reading scores generally showed that students in the experimental program achieved gains equal to or better than comparable to control groups.

784. Stern, Carolyn; Keislar, Evan R. A Cognitive Curriculum for Young Children. Volume III: The Kindergarten Curriculum. Final Report. Los Angeles: University of California, 1971, 465p. [ED 063 050]

This third and final volume of the final report of the Preschool Language Project contains the audiovisual programs of the Kindergarten Curriculum developed during the course of the five-year study. The programs are presented first in chronological sequence, and then by subject categories. The subject categories are: reading, language modeling, matrix, numerals, science, math-science, and logic. The materials and instructional objectives are specified for each program, as are the general procedure, vocabulary, visual, auditory (teacher commentary), and confirmation. (For related documents, see ED 063 048 and 049.)

785. Theman, Viola, ed.; and others. English Language Communication, Grades K-Six. Illinois Curriculum Program. Subject Field Series, Bulletin No. C-6. Springfield, Ill.: State Office of the Superintendent of Public Instruction, 1967, 103p. [ED 051 171]

The guide is divided into sections: (1) listening, (2) speaking, (3) writing, and (4) reading. The sections on speaking and writing are further subdivided into units. A final section provides guidelines for evaluation of a local program. The guide is offset-printed and spiral-bound with a paper cover. Each section or unit lists several objectives and related activities. Some activities are merely listed; others are described in detail. Guidelines for identifying student readiness for various activities are included. Each section or unit contains a short list of related references, which includes books and journal articles; and guidelines for student evaluation. The section on reading includes a list of commercially available reading tests and a list of major publishers of reading tests.

786. Vivrette, Lyndon; and others. Elementary Reading Guide. Berkeley, Calif.: Berkeley Unified School District, 1963, 93p. [ED 001 745]

Children should be assisted to read at the following levels: (1) word identification, (2) casual skimming, (3) reading for exace, literal meaning, and (4) creative reading for implied and inferred meanings, appreciative reactions, and critical evaluations. The guide is to be used as one of the tools for teachers in an effective program of reading instruction as part of an integrated and flexible approach to a total language arts program. The developmental reading program includes the kindergarten program, grouping for reading, lesson planning, and the use of the science research associates (SRA) reading laboratories. Skills to be taught are comprehension, word recognition, oral reading, creative reading, and the extension of reading skills with dictionaries, encyclopedias, and the "art of research." The remedial reading section gives criteria for the selection of pupils, the symptoms and suggested corrections of reading disabilities in the primary grades, a sequence of fundamental word analysis skills, and informal tests of word attack skills and reading ability. A list of high-interest, low vocabulary books is also given. The appendixes contain a vocabulary comparison of the three basic reading series, possible weekly programs, a record of SRA reading laboratories and reading levels completed, a skill development chart, and lists of suggested materials and library skills by grade.

787. Wardeberg, Helen L. The Teaching of Reading. Albany: New York State Education Department, 1965, 137p. [ED 002 591]

Contained in the guide is information on the basic skills to be included in any instructional program in reading, on the development of a guided program for individual and personal reading, and on the evaluation of a reading program. The objective is to help each child become as efficient and diversified a reader as his abilities permit. No lesson plans or lists of activities are given. Rather, the emphasis is on the understanding of the skills to be taught and various ways in which they can be built. Vocabulary skills necessary to master in a reading program are word recognition, word analysis, phonics (the ability to associate letters and groups of letters with the sounds they represent, and to synthesize the sounds into words), structural analysis (the attempt to find in an unknown word structural elements that can help derive meaning), dictionary skills, and pronunciation ability. The comprehension skills of understanding, interpreting, and appreciating should also be developed. The study skills emphasized are locating information to be read, reading pictorial materials, organizing material read for recall, and adapting techniques to situations specific to each content field. The place of oral reading skills in the instructional program, in audience situations, and in content fields is described. Throughout the chapter, the reader is referred to other publications for specific teaching methods and materials. In addition to teaching the basic skills, teachers should help their pupils develop the habit of personal and individual reading. If the proper reading materials and planned reading experiences are chosen from current materials, classics, trade books, and informational books, a life-long habit of discriminating reading will be established.

788. Watkins, Ruth C. Reading Guide and Selected Multi-Media. 1-12, Appendix. Las Vegas: Clark County School District, 1969, 166p. [ED 054 092]

This appendix, which is intended for use with the grades 1-12 reading guide (ED 054 091), contains both actual materials for use in the program and information on other recommended materials. The guide is lithographed and spiral-bound with a soft cover. Objectives and activities are listed in the main guide, although some of the working materials in the appendix include student activities. The materials included in the guide are (1) applications related to dialects, (2) English sounds difficult for children of other language backgrounds, (3) book sharing, (4) interest inventory, (5) comprehensive reading record sheets, (6) disability checklist,

(7) checklist of reading difficulties, (8) reading clinic 1967, (9) tests of phonic skills, (10) diagnostic spelling tests, (11) individual oral reading tests, (12) articulation test form, (13) review of sounding, (14) the utility of 45 phonic generalizations, (15) Dolch basic word list, (16) Queens word list, (17) Dale list of 769 easy words, (18) word opposite tests, (19) phonogram list, and (20) the 4000-word list. Additional materials listed include books for various levels, books children enjoy having read aloud, Newberry Award-winning books, and extensive lists of audio-visual materials for all levels. No evaluation criteria are included except for the tests listed above.

789. Watkins, Ruth C.; and others. Reading Guide and Selected Multi-Media, 1-12. Las Vegas: Clark County School District, 1969, 234p. [ED 054 091]

The guide has the following major sections: listening skills, word recognition skills, comprehension skills, and reading and study skills in content areas. Grade levels are not indicated, as instruction in a skill should begin at the point where it is necessary, regardless of the age of the student or the level of the skills. The material is arranged in three columns: skills, instructional objectives, and suggested teaching techniques. The guide is intended to be used with the separate appendix of resource materials (ED 054 092). The guide is lithographed and spiral-bound with a soft cover. Objectives and activities are listed in detail as the main content of the guide. Instructional materials are given in the appendix. There is a bibliography of professional books on reading, basal reading material, miscellaneous books, material from the reading guide, consumable material, duplicating material, and publications of learned societies. No special provision is made for evaluation.

790. Wilmington Reading Curriculum: A Guide to Teaching Reading K-3. Wilmington, Mass.: Wilmington Public Schools, 1973, 220p. [ED 090 530]

This curriculum guide was written with the intention of providing continuity to the Wilmington, Massachusetts, reading program--grades kindergarten through twelve. The skills and suggestions presented are adaptable to all reading materials currently available in Wilmington. The skills are meant to be developed in grades kindergarten through third as on-going processes. The guide is divided into the following sections: language development, vocabulary development, motivation, comprehension, word recognition, criteria for selecting activities, fluency, implementing the curriculum, assessment, and comparison of basals. In each section a rationale is presented and suggestions for developing skills in each area are provided. At the end of each section, pages for teacher comments are included.

791. Winkeljohann, Sister Rosemary, ed. Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation.

Urbana, Ill.: National Council of Teachers of English, ERIC Clearinghouse on Reading and Communication Skills, November 1972, 31p. [ED 067 630. Also available from ERIC Clearinghouse on Reading and Communication Skills (00340R. $0.75 nonmember, $0.65 member)]

This book is an annotated list of curriculum guides in the language arts which have been recommended by the Committee on Curriculum Bulletins of the National Council of Teachers of English. The guides are voluntarily submitted to the committee for evaluation and review, and those selected best exemplify good curriculum planning and guide writing according to the criteria developed by the committee. Included are recommended guides for 1970, 1971, and 1972, information on availability of the guides, and the criteria for planning and evaluation developed and used by the committee.

792. Wolff, Helen D.; and others. Language Arts Curriculum Guide for the Model Developmental Reading School. Greensboro, N.C.: Piedmont Association for School Studies and Services, 1967, 42p. [ED 020 076]

A language arts curriculum guide was developed by the reading school staff for the Model Developmental Reading School, a Title III ESEA project. Since reading should be taught in the course of developing a well-rounded language arts program, this curriculum guide contains the essential elements of a language arts program--listening, speaking, reading, and written expression. A brief resume of each area is given. However, since the main objective of the project is to improve reading instruction, reading is treated more extensively than the other areas. Activities and procedures for developing word recognition skills, comprehension skills, study skills, and rate of reading are presented. To provide for individual needs, a nongraded, developmental approach is used. The skills, understandings, and activities proceed from simple to complex rather than by grade levels. A bibliography of references is included.

Resource Guides

793. Berridge, Wayne E.; Harris, Larry A. Guide to Materials for Reading Instruction, Supplement 1. Bloomington: Indiana University, 1969, 180p. [ED 032 452]

This guide was prepared in order to inform educators of the variety of new materials available in the field of reading instruction. The supplement updates the original volume published in September, 1968, and is meant to be used with the original guide. New publications since that date, as well as additional publishers who have joined the original seventy-eight are included. Hardcover and paperback books, workbooks, audiovisual aids, teacher resources, and boxed materials are listed under either basal or nonbasal categories.

Information on reading difficulty level, interest level, and skills developed is also given. Levels range from kindergarten through adult. Trade books, except as special collections or series designed as supplementary materials for reading instruction, are not included. Addresses of all publishers are given.

794. Berridge, Wayne E.; Siedow, Mary D., comp. Guide to Materials for Reading Instruction. 1971 Edition. Bloomington: Indiana University, ERIC Clearinghouse on Reading, 1971, 200p. [ED 049 024]

This guide updates earlier editions and includes approximately 2,300 entries of materials from 114 publishers. The guide is intended to keep educators informed about the constantly increasing supply of new materials available for the teaching of reading. Items appearing in the guide are described through a classification process; however, no evaluative judgments are made. Entries are organized by publishers in alphabetical order. The classification system includes the following: (1) the two major categories of basal or nonbasal; (2) the type of item, e.g., reader, workbook, audio aid; (3) reading difficulty level; (4) interest level; (5) setting of stories; (6) general skills developed; and (7) type of cover and binding. Three specialized indexes which provide easy access to information by sorting it into 240 subcategories are included. The indexes are titled "Interest Level Subdivided by Grade Level," "Skill Subdivided by Grade Level," and "Skill Subdivided by Interest Level." Finally, complete addresses for the contributing publishers are listed.

795. Burg, Mary, comp. Handbook for Teachers of Children with Specific Learning Disabilities. Hamilton County Public Schools, Ohio, 1969, 107p. [ED 032 703]

A forward, an educational philosophy, a statement of beliefs, a list of teachers' addresses, a calendar of events, a statement of interdisciplinary relationships, and procedures for referral and placement, precede records and forms used by an Ohio county school system for children with learning disabilities. Information is provided on the following topics: referral forms and placement letters; criteria and information needed for placement; the Ohio State Board of Education standards; an administrator's guide; an explanation of the data processing of records; organization of a classroom, program structure, a suggested list of materials, and suggestions for an instructional program; tutoring services; a checklist for reporting to parents; and forms and suggestions for parent-teacher conferences. Also provided are information on parent organizations and on teachers speaking to community groups and attending conventions, reading skills checklists and rating scales, policies on teacher absences and inservice training, and procedures for regular class placement. Recommendations are made for the order of use of books and materials, and a bibliography is included.

796. Butts, Priscilla; Sanders, June. Motivated Reading: A Supervisor's Manual for a Tutorial Reading Program. Part 1: Information on Operating the Program. Madison: Wisconsin University Research and Development Center for Cognitive Learning, 1972, 49p. [ED 073 445]

This manual presents information on how to conduct a tutorial reading program that features a plan for motivating students. The program is intended for upper elementary and junior high school students who read approximately on a second- or third-grade level. The basis for this program is an instructional design, the Staats "Motivated Learning" Reading Procedure. The lesson procedures are structured so that nonprofessional persons can learn them with brief training. The utilization of tutors makes this program suitable for inner-city schools, where more individualized reading instruction is needed. The manual is divided into two parts. Part One presents information on operating the program. This includes how to arrange instructional schedules, prepare materials, select students, select and train tutors, and supervise the program while in progress. Part Two (see ED 073 446) provides the supervisor's materials and a tutor's guide. There are samples of the actual materials that may be duplicated for tutor training and student instruction. Included are lesson materials, record sheets, tutor materials, and training materials, along with the tutor's guide.

797. Butts, Priscilla; Sanders, June. Motivated Reading: The Supervisor's Manual for a Tutorial Reading Program. Part 2: Supervisor's Materials and Tutor's Guide. Madison: Wisconsin University Research and Development Center for Cognitive Learning, 1972, 77p. [ED 073 446]

This manual contains supervisor's materials and a tutor's guide to accompany ED 073 445. There are samples of materials that can be duplicated for tutor training and student instruction. Included in this manual are: (1) suggestions for subdivision of pages and adaptation of comprehension questions; (2) lesson sheets and review sheets; (3) record materials which include attendance sheets, daily session sheets, a progress chart, a list of goals, a student information record form, and a sample letter to parents; (4) materials for tutors; (5) training materials such as schedules, an assembly of materials, and a review of procedures; and (6) procedures for tutoring. Appendixes are also included.

798. Concept and Language Development. A Resource Guide for Teaching Young Children. Cincinnati: Cincinnati Public Schools, 1968, 94p. [ED 030 472]

In response to the research findings of Head Start programs, in particular, and of research in early childhood education, in general, this manual was created by the kindergarten study group of the Cincinnati public schools to examine the kindergarten program. The purpose of this manual is to help teachers broaden and extend the learning of their pupils, especially in the language arts. Ways are suggested for working with children to provide for individual, small group, and total class instruction. The manual sets out activities for developing pupils' skills in vocabulary, organization of ideas, auditory and visual perception, and speech. Also, approaches to building reading readiness are described.

799. Culmer, Mabel. Prospectus for Developing a Reading Resources Network Center. Bloomington: Indiana University, 1969, 40p. [ED 032 451]

Guidelines for establishing Reading Resources Information Centers in the Reading Programs of twenty-five universities and colleges strategically located throughout the United States are suggested. The twenty-five center directors are listed, with a map showing the school's location in each case. The central coordinator for the system is the ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading (ERIC/CRIER), which is jointly sponsored by the International Reading Association, Indiana University, and the Educational Resources Information Center (ERIC) of the United States Office of Education. Included in this prospectus are a schedule of major activities, lists of long-range and immediate objectives, an organizational plan, lists of equipment and materials with approximate cost, and procedures for processing information requests, information dissemination, and evaluation of services. A complete set of ERIC/CRIER publications, which will be provided for reference, are listed in an appendix. Also listed are International Reading Association publications which will be purchased for inclusion in the basic collection. Other information sources recommended by ERIC/CRIER can be found in the Current Index to Journals in Education (CIJE).

800. Ferrante, Joan. The Negro American: A Reading List for Elementary Teachers. Glassboro, N.J.: Educational Improvement Center, 1968, 56p. [ED 035 698]

The reading lists in this document are designed as guidelines for the elementary school librarian in selecting materials about Afro-Americans for students and teachers, and for information purposes. The lists are also designed as background reading for elementary school teachers for preparing a curriculum of integrated materials, in using instructional materials about black people, while teaching inter-group relations, and for in-service training programs.

801. Foster, Florence P. Literature and the Young Child. Trenton, N.J.: State Department of Education, 1967, 13p. [ED 028 828]

The values, selection, and presentation of literature for young children are described in this pamphlet. The values discussed are educational importance, self-concept, and interpersonal relationship development. The selection criteria include defining a good book, identifying types of literature which appeal to children, and noting the level, content, language, and reality of a book. A note is made of what assistance is available in selecting children's literature. In the section describing presentation, techniques are listed for both telling and reading a story. Suggestions are made for designing a reading center. Additional ways of stimulating interest in literature are listed. Finally, many suggestions are given for helping children to create their own stories. A short bibliography is included.

802. Generic Objectives for the Bank of Objectives, Items, and Resources in Reading. Albany: New York State Education Department, Bureau of School and Culture Research, 1973, 613p. [ED 082 149]

To be used in the development of reading curricula in the local school setting, this list of generic objectives is part of a set produced by the System for Pupil Program Evaluation and Development (SPPED) which includes criterion objectives and content lists for the specification of generic objectives. In addition to the objectives, this publication contains three related items: an outline of the skill category structure for the objectives, a set of charts to be used as a starting point for the selection of objectives, and a blank page of formats for objectives written by the user. The objectives are divided into multisensory readiness skills, decoding skills, vocabulary skills, comprehension skills, location and study skills, and reading in content areas.

803. Harris, Larry A. Guide to Materials for Reading Instruction. Bloomington: Indiana University, ERIC Clearinghouse on Reading, 277p. [ED 019 528]

Materials currently available from 78 publishers for use in the teaching of reading are classified and described according to title, type, reading difficulty, interest level, and skill development. No evaluative judgments were made. Cited materials include basal reading materials, specific reading skill materials, and remedial and developmental materials such as workbooks and programed texts. Trade books, films, filmstrips, and mechanical teaching aids are not included unless they are conjunctive to previously incorporated materials. Entries are organized alphabetically according to publisher and are divided into basal and nonbasal categories. Basal programs are arranged sequentially from readiness materials through the various reading levels. Nonbasal materials are arranged according to type. The names and addresses of participating publishers are included.

804. Potter, Robert R. Developing Original Materials in Reading (A Guide for Teachers). New York: City University of New York, Hunter College, n.d., 85p. [ED 020 445]

Guidelines for the preparation of original instructional materials for disadvantaged youth are presented. The teacher should begin with a clear statement of purpose and should be guided by the observed needs, interests, experiences, and capabilities of the children for whom the materials are intended. The materials should be readable in terms of the stated purpose rather than in terms of readability formulas. Decisions on vocabulary lead, sentence length, and complexity should depend on the teacher's own judgment and the children's verbal experience. Illustrative teacher-made and pupil-made materials are grouped according to purpose. The first group consists of five true stories about the world and people with whom the disadvantaged child can identify. The second group of materials dwells on school- and system-wide themes, and integrates the prescribed content with needed skills. Samples of student compositions constitute the third group of materials designed to personalize instruction in composition. Materials which provide practice in specific reading skills and exposure to varied literary forms are presented. A bibliography is included.

805. Resource Aid of Selected Materials for Remediation of Learning Disorders. Boston, Mass.: Boston University, New England Materials Instruction Center, 1971, 203p. [ED 052 580. Available from Boston University Bookstore, Special Services Desk, 775 Commonwealth Avenue, Boston, Massachusetts 02215 ($4.00)]

The resource guide helps formulate diagnostic profiles for children with specific learning disabilities, analyzes subsets of well-known batteries, and classifies materials to match areas of strength and weakness in learning. An adaptation of the Osgood model is used to identify and order the component abilities in learning. These component abilities are related to the curriculum areas of language arts and mathematics. In the perceptual-motor chart, constituting Part One, there are four columns: the first identifies and orders the component abilities in the learning process; the second suggests particular tests or subtests to indicate the strength or weakness of that particular function; the third suggests remedial instructional materials; and the fourth column is left vacant for the teacher's evaluation of the success of the diagnostic prescription. Curriculum areas of reading, spelling, handwriting, and mathematics are represented in the chart. Part Two presents bibliographic, price, content, and purpose information for the alphabetically listed tests and remedial instructional materials. Part Three, in addition to giving bibliographic information on available mathematics materials, contains analyses of mathematics skill areas and concepts to promote better understanding of the rationale of the instructional materials.

806. Russell, Earl V.; Thompson, Charles L. Establishing a Reading Center, a Handbook on Remedial and Corrective Reading Instruction. Winston-Salem, N.C.: North Carolina Advancement School, 1966, 92p. [ED 011 494]

The methods and materials used by the North Carolina Advancement School for teaching remedial and corrective reading to underachieving eighth-grade boys are described. The authors believe the pattern of diagnosis, grouping, instruction, assessment, and regrouping is central to determining the causes of poor academic performance among students of normal or superior intelligence. Some of the areas discussed are principles of corrective and remedial instruction, suggestions on administrative procedure in establishing a reading center, diagnosis, grouping, what to teach, the lesson plan, special teaching techniques (such as allowing students to teach and purposefully making mistakes), and the costs of a reading center. Appendices provide information on reading achievement tests, basal reading series and additional reading materials, skills-grade level chart, special reading skills for each academic area, packaged materials, interest inventory equipment, sample lesson plans, the roles of the participants in a remedial reading program, and important books on reading instruction.

Annotated Bibliographies

807. Annotated Index to the English Journal, 1944-1963. Urbana, Ill.: National Council of Teachers of English, 1964, 179p. [ED 023 666. Document not available from EDRS. Available from NCTE, 1111 Kenyon Road, Urbana, Ill. 61801 (Paperbound, $2.95 nonmember, $2.65 member, Stock No. 47808; Clothbound, $4.50 nonmember, $4.05 member, Stock No. 47817)]

Bibliographical information and annotations for the articles published in the English Journal between 1944 and 1963 are organized under 306 general topical headings, arranged alphabetically and cross-referenced. Both author and topic indexes to the annotations are provided.

808. Brake, Rachel G.; Elder, Richard D. Language Arts Tools, An Annotated Bibliography of Materials for Use in the Teaching of Reading. Detroit: Wayne County Board of Education, 1967, 149p. [ED 017 426. Also available from Wayne County Board of Education, 301 City-County Building, Detroit, Mich. 48226 ($2.00)]

An annotated bibliography of reading instructional materials for use in reading improvement programs was compiled for teachers and administrators in Wayne County schools, Detroit, Michigan, to make them aware of all the reading instructional materials available, and to enable them to evaluate these materials in terms of local need. The materials are listed under nine categories with reading- and interest-level designations: (1) books and workbooks, (2) kits, laboratories, and multimedia packages, (3) programed materials, (4) periodicals, (5) instrumentation, (6) films, filmstrips, slides, transparencies, and recordings, (7) charts, pictures, games, and devices, (8) evaluation, and (9) professional books for teachers and administrators. Each category is accompanied by a chart indicating appropriate use of the materials listed in developing skills in prereading, word recognition, comprehension, critical thinking, locating materials, using nonverbal reading materials, organizing materials, improving reading rate, and reading for pleasure. A list of publishers, manufacturers, and suppliers, is included. Since the compilation is subject to revision, readers are requested to submit items to keep the volume accurate and up-to-date.

809. Davis, Bonnie M., comp. A Guide to Information Sources for Reading. Bloomington: Indiana University, ERIC Clearinghouse on Reading; Newark, Del.: International Reading Association, 1972, 162p. [ED 058 004. HC not available from EDRS. Available from International Reading Association ($2.50 nonmember, $2.00 member)]

This volume is intended to serve as a guide to the literature and other sources of information related to the study and teaching of reading. Source materials cited include dictionaries, handbooks, guides, directories, bibliographies, recurring reviews, abstracting and indexing publications, journals, conference proceedings, associations, and information centers. The volume is organized into three general subject areas, each preceded by a brief introduction. The three sections are further subdivided by the type of information source. The first section, Reading Information Sources, surveys the literature and other sources which are devoted entirely to reading from various points of view. The second section, General Information Sources, is a key to those sources which are general in nature but are the foundation for beginning research in many subject areas. The third section, Related Information Sources, is broken down into three subsections: Education, which includes major sources on linguistics, audiovisual media, and library science; Behavioral Sciences, which includes psychology, sociology, and mass communications; and Medical Sciences, which treats physiological aspects of the reading process. Complete bibliographic information is given for entries along with descriptive annotations for guiding the reader to appropriate sources. An index is included.

810. Dunn, Mary Kathryn; Harris, Larry A., comps. Research on Elementary Reading: Oral Reading. ERIC/CRIER Reading Review Series, Bibliography 23. Bloomington: Indiana University, 1969, 82p. [ED 033 265]

Current research studies related to oral reading at the elementary level are abstracted and listed by author in Part One of this bibliography. Part Two contains citations and brief annotations of documents published from 1900 to 1950. Entries deal with such aspects as improving oral reading ability, using oral reading as a diagnostic tool, and using oral reading ability as a means of identifying research study subjects. Documents listed were drawn from the complete basic reference collection of the ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading (ERIC/CRIER). Ordering instructions for microfiche and hard copy reproductions are included.

811. Emery, Raymond C.; Houshower, Margaret B. High Interest--Easy Reading for Junior and Senior High School Reluctant Readers. Urbana, Ill.: National Council of Teachers of English, 1965, 40p. [ED 029 027. Document not available from EDRS. Available from National Council of Teachers of English (Stock No. 43009, $0.95 nonmember, $0.85 member)]

Over 350 books chosen to meet the needs of the reluctant reader in junior and senior high schools are grouped under ten topical headings: adventure, animals, biography, family life, folk tales, informational, people, people with foreign setting, vocational, and poetry. Brief annotations and approximate reading and interest levels by grade are given for each book. A sample reading interest inventory, a bibliography of sources consulted for this study, suggestions for dealing with reluctant readers, and lists of reading improvement materials and book clubs for teenagers are also included.

812. Guilfoile, Elizabeth. Books for Beginning Readers. Urbana, Ill.: National Council of Teachers of English, 1962, 79p. [ED 029 870]

This survey of reading material for elementary students covers 320 books from 38 publishers, more than three-fourths published since 1957. The books reviewed were offered by their publishers as "Books with stories or interesting information, with simple sentence structure, reasonably limited vocabulary, and a measure of repetition--for those readers at first, second, or third grade level whose skills are gradually developing; books mainly for independent reading." They are discussed under four headings to illustrate the content and characteristics appropriate for children's books: what qualities identify children's books, what can be expected of these books, what they are about, and what they offer for first grade. All books discussed, one hundred additional books, and publishers are listed.

813. Harris, Larry A., Kimmel, E. Marcia, comps. For the Reading Teacher: An Annotated Index to "Elementary English," 1924-1970. National Council of Teachers of English, Urbana, Ill., 1972, 78p. [ED 066 728. Also available from National Council of Teachers of English (Stock No. 48184, $3.00 nonmember, $2.70 member)]

This index is a listing of those articles from Elementary English which are of interest to teachers and researchers working in the varied areas of reading. The citations are organized into categories which are familiar to those educators, and the detailed Table of Contents serves as a subject index to the volume. An author index is also provided.

814. Jackson, Miles M.; and others. A Bibliography of Materials by and about Negro Americans for Young Readers. Final Report. Atlanta: Atlanta University, 1967, 92p. [ED 015 091]

An annotated list of books and audiovisual materials recommended for teaching the contributions of Negroes to American life and the Negro Heritage and traditions is presented. The notes included with each entry describe the unique features which would appeal to specific curricular interests. The selection guide should be of particular value to small school districts in selecting and recommending materials for factual information on the American Negro. The work is intended to provide teachers and librarians with a buying list which will help them develop book collections, and to provide opportunities for pupils to observe the interrelationship of people within the United States. Three librarians with extensive experience in work with Negro American Literature compiled the bibliography with the use of standard bibliographic tools. The citations are arranged by subject, and there is a title, subject, and an author index.

815. Laffey, James L., comp. Methods of Reading Instruction. An Annotated Bibliography. Indiana University, Bloomington: ERIC Clearinghouse on Reading, 1971, 88p. [ED 047 930. HC not available from EDRS. Available from International Reading Association ($1.50 nonmember, $1.00 member)]

This bibliography, one of a series of annotated bibliographies on aspects of reading as reflected in the ERIC/CRIER data base, is designed to provide teachers, researchers, administrators, and reading specialists, with an extensive list of references on reading methodology which have been reported from 1959-70. Each of these audiences can use the bibliography for his own purposes, relating the research to his own activities. The bibliography is divided into three major parts: elementary, secondary, and college-adult. Part One, Elementary School Reading, comprises the major portion of the book, reflecting the preponderance of research done in this area. It is divided into seven sections which deal with general, basal, individualized, language-linguistics, programed, phonics, and artificial orthography programs. Part Two, Junior and Senior High School Reading, is concerned with applications of skills at these levels, with the use of reading in the content areas, and with remedial methods and programs for dropouts. Part Three, College and Adult Reading, contains references to documents dealing with reading programs in colleges and in junior colleges, in the armed services, and in business and industry-related groups. Each entry contains a full bibliographic citation and a brief annotation. Ordering information and an author index are included.

816. Laffey, James L.; and others. Research on Reading from "Research in Education." Bloomington: Indiana University, 1969, 400p. [ED 032 453]

All reading-related projects and reports were selected from Research in Education (RIE), July, 1967, to December, 1968, for inclusion in this abstract bibliography. The reports included were processed by the staff of the ERIC Clearinghouse on Reading and were submitted to RIE. The total list of 617 document references is divided into three parts. Documents in Part One are available from the ERIC Document Reproduction Service (EDRS). Documents in Part Two are not available from EDRS, but in many cases references to where these studies are published, or information for ordering the documents is included with the abstracts. Documents in Part Three were processed by the Clearinghouse for quick availability and, therefore, appeared in the first few pages of each issue of RIE prior to the regularly numbered documents. These cited documents are also available from EDRS. Each entry includes citation data, index terms, price information, order numbers, and a descriptive abstract. Detailed instructions for ordering microfiche or hard copies from EDRS are appended.

817. Lueders, Edward, ed. The College and Adult Reading List of Books in Literature and the Fine Arts. Urbana, Ill.: National Council of Teachers of English, 1967, 446p. [ED 029 021. Document not available from EDRS. Available from Washington Square Press, Simon and Schuster, Inc., 630 Fifth Avenue, New York, N.Y. 10020 (Stock No. W-1035, $0.90); or NCTE (Stock No. 42607, $0.90 non-member, $0.75 member)]

The 760 books included in this reading list are judged "especially valuable, important, and rewarding for intelligent, interested, but essentially nonprofessional, college and adult readers." Each entry is annotated, editions are frequently noted, and paperback availability is indicated. The books are arranged according to subject--literature, music, and art--and each subject is further divided into more specific topics, e.g., American fiction, British literary criticism, linguistics.

818. Lyman, Elisabeth R. A Descriptive List of Plato Programs 1960-1970, Second Edition, Revised. Urbana, Ill.: University of Illinois, Computer-Based Education Laboratory, 1970, 51p. [ED 042 623]

This report is a revised edition of "CERL Report X-12" (May, 1968) of the Computer-Based Education Research Laboratory. It includes a brief history of the development of the computer-controlled teaching system, Plato, a subject area listing of those written from 1968-1970, a chronological listing of the publications of the Plato system and its applications, and a reference bibliography for those programs for which reports have been published. The program and lesson descriptions include the names of the persons responsible for the programs and the courses in which the lesson has been used.

819. O'Neill, Eva; and others. Annotated Bibliography of Secondary School Materials for the Remediation of Reading. Salem, Oregon: Oregon Association for Supervision and Curriculum Development, 1973, 39p. [ED 078 378. Also available from the Oregon ASCD Curriculum Bulletin, P.O. Box 421, Salem, Oregon 97308 ($2.00)]

This bibliography emphasizes evaluating materials, rather than cataloguing information. It is intended to aid the secondary reading specialist by sorting available materials according to instructional value and indexing them by skill emphasis so that high school teachers may easily refer to appropriate remediation material. This bibliography is limited to four basic skills: decoding, comprehension, vocabulary, and recreational reading. The materials included were evaluated according to the following standards: (1) Does the material perform the function it purports to perform? (2) Is the material or any part of it appropriate for remedial work? (3) Is the material instructional or does it primarily provide practice in a skill or skills? Some of the more useful materials have been starred. This mark signifies that the authors would recommend these particular materials as especially valuable parts of a total reading program.

820. Perkins, Flossie L. Book and Non-Book Media: Annotated Guide to Selection Aids for Educational Materials. Urbana, Ill.: National Council of Teachers of English, 1972, 298p. [ED 064 264. Document not available from EDRS. Available from National Council of Teachers of English (Stock No. 48086, $4.95 nonmember, $4.50 member)]

This revision of Ralph Perkins' Book Selection Media (1967 edition) expands by almost half that edition, with much of the material from the earlier edition being retained and updated. (See ED 017 506 for earlier edition entitled Book Selection Media, A Descriptive Guide to 170 Aids for Selecting Library Materials.) In addition to general guides for all ages, guides for specific age and interest groups are included. A number of the works included provide background for parents and teachers when selecting books. Lists of pamphlets usually are grouped according to the topics they cover. The annotations appear in the following format: title, author-publisher, publication data purpose, scope, subject headings, similar tools, special features, usefulness, and cost. There are seven indexes to this book, as follows: aids to making selections for children; aids to making selections for teenagers; selection aids for college students and adults; selection aids for teacher-parent background; selection aids for librarians; title index; author-publisher index.

821. Perkins, Ralph. Book Selection Media, A Descriptive Guide to 170 Aids for Selecting Library Materials. Urbana, Ill.: National Council of Teachers of English, 1967, 192p. [ED 017 506]

This book contains descriptive summaries of 170 bibliographies which aid in the selection of library materials. The listing, alphabetically by title, includes both general guides for those persons selecting materials for all age groups, and guides which note materials appropriate for specific age and interest groups. Six indexes, in addition to the author index, direct the reader to aids for the selection of books for adults, children, high school and college students, librarians, teachers, and parents. Specific subject matters range from atomic energy to audiovisual materials and materials for retarded readers.

822. Rosenfeld, Harriet. Books to Enhance the Self-Image of Negro Children. 1966, 18p. [ED 011 904]

Works for children which present Negroes as positive central characters who show self-esteem, dignity, and self-respect are listed in this annotated bibliography. Other criteria for a book's inclusion are the presence of nonstereotyped characters, speech patterns, or illustrations, and an attractive format. The booklist has a section on American life in the past and present, and one on Africa and the West Indies. Within each heading the books are classified as suitable for beginners (kindergarten through grade 2), intermediate (grades 3 and 4), and advanced (grades 5 and 6). All books were in print as of December, 1966.

823. Ross, Marlene, comp. Preparing School Personnel for Differentiated Staffing Patterns; A Guide to Selected Documents in the ERIC Collection, 1966-1968. Washington, D.C.: National Education Association; Bloomington, Ind.: ERIC Clearinghouse on Teacher Education, 1969, 74p. [ED 028 155]

This is a guide to 114 documents on differentiated staffing which were abstracted for Research in Education (RIE) from 1966-68. Part One presents summaries of the RIE abstracts according to subject area classifications, which include: teacher-administrator relationships; the effect of programed instruction and educational media on the teacher role; the roles of the public school teacher, part-time teacher, supervisor, assistant principal, reading consultant, specialist, research-oriented teacher, and paraprofessionals; staff utilization; team teaching; curriculum organization; and innovation. RIE abstracts for the documents are reproduced in Part Two as the annotated bibliography.

824. Siffin, Catherine F.; and others. Author's Guide and Style Manual to Publications of the ERIC Clearinghouse on Reading. Preliminary Edition. Bloomington: Indiana University, 1970, 76p. [ED 042 935]

Guidelines for preparing monographs, short interpretive papers, and bibliographies for the ERIC Clearinghouse on Reading are given in Part One. Special considerations which are discussed concerning monographs are identification of the problem area, focus, audience, research base, treatment of the research, comprehensiveness, controversy, and organization. Procedures for writing monographs and information concerning the editing and printing processes are given. Special considerations concerning short interpretive papers are (1) delineation of the topic, (2) identification of the audience, (3) organization of the material, (4) emphasis on interpretation, and (5) selection of a bibliography. General information concerning the preparation of bibliographies includes a description of the data base, steps for bibliography preparation, the introductory essay, the author index and the subject index. Also, there is specific information concerning the preparation of annotated and abstract bibliographies. Part Two, the style manual, describes in detail manuscript preparation, writing style, the preparation of tables, and referencing. In the appendix, samples of manuscript pages and bibliographic citations are given.

825. Spache, George D., comp. Sources of Good Books for Poor Readers: An Annotated Bibliography. Newark, Del.: International Reading Association, 1966, 8p. [ED 025 392. Document not available from EDRS. Available from International Reading Association ($0.75 nonmember, $0.50 member)]

This annotated bibliography contains 73 citations ranging in date from 1940 to 1966. However, lists compiled more than fifteen years ago were eliminated unless they had unusual depth and merit, and current lists which included only a few scattered items were omitted. Citations include graded lists of fiction and nonfiction tradebooks and textbooks; lists for special interest groups, subject areas, and age levels (primary through adult); and suggestions for other instructional materials, such as workbooks, magazines, and films for poor readers. Several articles discuss the use of bibliotherapy techniques.

826. Summers, Edward G. Recent Doctoral Dissertation Research in Reading. ERIC/CRIER Reading Review Series, Volume 1, Bibliography 2. Bloomington: Indiana University, ERIC Clearinghouse on Reading, 1967, 221p. [ED 012 693]

A listing of dissertations completed in colleges and universities since 1960 in the areas of preschool, elementary, secondary, college, and adult reading is reported. Relevant issues of "Dissertation Abstracts" were reviewed, and dissertations on reading were noted. A comprehensive, analytical abstract was prepared by professionals in reading who worked from the summary reported for each dissertation. In many instances, the dissertation itself was reviewed in preparing the abstract. As much as possible of the procedures, design, and conclusions of each investigation was included in the abstract. Each entry includes complete bibliographic data. Three hundred and seventy-nine theses are listed alphabetically by the author's last name. Copies of any dissertation listed in the bibliography can be ordered from University Microfilms, Ann Arbor, Michigan, in positive microfilm or bound xerographic form. Complete information for ordering copies is included with each entry.

827. Summers, Edward G., ed. Twenty-Year Annotated Index to "The Reading Teacher." Bloomington: Indiana University, 1969, 149p. [ED 031 608. HC not available from EDRS. Available from International Reading Association ($3.50 nonmember, $3.00 member)]

All 816 articles of twenty volumes of The Reading Teacher were descriptively annotated and organized under eighteen categories. Each article was placed under the category which best described the major focus of the contents, and then cross-referenced to other categories to which it might also apply. A table of the production of articles in each category classified by volume year indicated that over half the articles published have as their major focus reading instruction, development of reading skills, and instructional materials. This index is a joint project of the International Reading Association and the ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading (ERIC/CRIER). A brief history of the development of the publication is traced.

828. Titles for Technology: An Annotated Bibliography. Compiled at the 1967 Summer Institute of Technology for Children (Marlton, N.J.). Trenton, N.J.: State Department of Education, Division

of Vocational Education, 1967, 107p. [ED 027 371]

This annotated bibliography includes about four hundred books which are suitable for use in elementary industrial arts. These books, available in the state library system of New Jersey, are organized under fifty topics such as: (1) automation, (2) graphic arts, (3) machines, (4) space travel, and (5) tools and measuring. Most of the citations are children's books; however, twenty-eight are for professional development of elementary teachers and some are teacher references. Reading level is indicated by the classifications "elementary," "intermediate," and "upper." This bibliography was prepared for use in the Technology for Children project.

829. Trends and Practices in Secondary School Reading: A Companion Bibliography to A. Sterl Artley's Monograph. ERIC/CRIER Reading Review Series, Bibliography 25. Bloomington: Indiana University, 1970, 224p. [ED 036 669]

All of the studies reported in A. Sterl Artley's Trends and Practices in Secondary School Reading: A Report on Recent Research are cited and abstracted in this companion bibliography to that monograph. The entries are classified into the same categories used in the monograph: (1) status of reading achievement, (2) factors related to continued growth in reading, (3) programs of reading instruction, (4) instructional procedures, (5) reading interests, (6) personnel, and (7) summaries of research on secondary reading. Each section contains additional subsections with which the studies are listed alphabetically by author. The monograph, which included materials published between 1950 and 1966, has been updated to include materials published through 1969. Part One includes abstracts of studies selected from journal literature, Dissertation Abstracts, International Reading Association conference proceedings, and U.S. Office of Education-sponsored research on reading. Part Two includes annotations of the materials listed in the July 1, 1968, through June 30, 1969, Annual Summary of Investigations Relating to Reading. An author index and complete instructions for ordering microfiche and hard copy reproductions of the documents cited from ERIC Document Reproduction Service and University Microfilms are included.

830. Williams, Richard P. Bibliography for Teaching Reading in the Secondary School. Las Cruces: New Mexico State University Bureau of Educational Research, 1968, 78p. [ED 027 156]

Included in this bibliography are books, monographs, dissertations, and journal articles of interest to secondary teachers concerned with reading instruction. The materials included in the 955 citations cover a period of publication from 1903 to 1967. Entries are divided into the following categories: (1) critical reading skills, (2) comprehension reading skills, (3) rate building skills, (4) functional reading skills, (5) word analysis skills, (6) appreciation skills, (7) reading in the content areas, (8) instructional materials and methods, (9) reading programs, (10) linguistics and the reading program, and (11) individualized programs. Subdivisions are made within the categories.

831. Wright, Sylvia Hart. Magazines Recommended for Use with Children, Grades K-12: A Comparative Survey of Six Basic Lists Compiled by Librarians and Educators. Second edition, 1969, 13p. [ED 029 873. HC not available from EDRS. Available from Franklin Square-Mayfair Subscription Agency, 545 Cedar Lane, Teaneck, New Jersey 07666 (Free)]

This annotated list of periodicals, derived from six basic periodical reference works, including The Reader's Guide to Periodical Literature and the Basic Book Collection for Elementary Grades, was compiled for use with elementary, junior high, and high school students. Each notation indicates the frequency of publication, the current price, the recommended age level, and the professional lists from which it has been cited.

Multi Media

832. Audiovisual Instruction and the Language Arts. Audiovisual Instruction, 10 (1965), 276-348. [ED 024 683]

Articles on the effective use of audiovisual materials to help improve instruction comprise this volume. Included are "The Changing Program in English"; "Directions in Current Literature Teaching"; "Trends in the Teaching of Reading'; "Detroit's Multiracial Reading Program"; "What Do You See?"--A discussion of how audiovisual techniques can improve writing through improving perception; "The USOE English Program and AV Instructions"; "Sequence of Events"--an account of an experiment in team teaching; "Briefs on AV Instruction in the Language Arts"; "Video Tapes for Teaching the English Language"; "What Arnold Really Meant: The TV Festival in Cleveland"--an analysis culture and an educational television festival"; "8mm in the Classroom"; "An Audiovisual Pathway to Speech Improvement"; "The Use of the Repetitive 8mm Loop with Underachievers in Reading"; "Using the 'Computerized Typewriter' for Early Reading Instruction"; "Programed Instruction in Remedial English"; "An Integrated Library"; "A Major Breakthrough in Film Use?"--a discussion of the single concept film clip project; and "An Annotated Guide to Audiovisual Aids Available for the Teaching of Listening."

833. CENCO Educational Catalog. Central Scientific Co., Chicago, Ill., 1968, 456 p. [ED 048 728. Document not available from EDRS. Available from Central Scientific Company, 2600 South Kostner Avenue, Chicago, Ill. 60623]

Scientific equipment and materials for use in teaching physics, chemistry, biology, general science, earth and space science, and mathematics are cataloged. Items listed under these major headings are divided into specific instructional topics or into classes of materials for easier reference. Instruments and materials for teaching reading, visual aids for the natural and social sciences, and general classroom equipment are also included. Each item is pictured and described. Prices, ordering information, and an index are provided.

834. Cornthwaite, David L. *The Instructional Materials Centers in the Elementary School and Their Relationship to Reading Programs*. Paper presented at the Maryland Reading Institute, Silver Spring, Md., October 2-4, 1968, 6p. [ED 039 097. Document not available from EDRS. Appeared in "Position Papers in Reading: Reading in the Total School Curriculum. Louise F. Waynant, ed., pp. 181-86. University of Maryland]

The basic assumption of this paper is that every teaching aid, whether it be identified as an audiovisual aid, instructional aid, multisensory aid to learning, or soft ware for hardware, is read by the listener, viewer, participant, and thinker. With this in mind, the role of the properly staffed instructional materials center in an elementary school is to service the school's reading program. A sufficient amount of basic equipment and materials is necessary for such a center to be successful. A center should also help provide for teacher education in the use of all equipment as reading aids. The author concluded that everything in the materials center should provide an atmosphere for a sound reading program, and that the director of such a center should be (1) thoroughly schooled in the teaching of reading in the elementary school, (2) an excellent elementary school teacher, and (3) knowledgeable in the field of new educational media. Three short reactions to the paper are included.

835. *Educational Communications 1970*. New York State Educational Communication Association, 1970, 161p. [ED 057 556]

Selected papers from a Conference on Educational Communications, stressing the use of audiovisual aids in the classroom, are presented. Major topics of the 41 papers include: uses for student film-making, uses of instructional materials centers, a multimedia humanities course, uses of systems development, producing multimedia self-instructional study units, television production, classroom utilization of "Sesame Street," use of educational television, instructional materials coordinators, individualized instruction and the logistics of media materials, dial access, the instructional potential of media for teaching reading, use of the Talking Typewriter for autistic children and those with learning disabilities, and current developments in the use of instructional television fixed services.

836. Eggers, Edwin H. *Uses and Abuses of Audio-Visual Aids in Reading*. Paper presented at the Conference of the International Reading Association, Anaheim, Calif., May 6-9, 1970, 7p. [ED 045 301]

Audiovisual aids are properly used in reading when they "turn students on," and they are abused when they fail to do so, or when they actually "turn students off." General guidelines one could use in sorting usable from unusable aids are: (1) Has the teacher saved time by using an audiovisual aid? (2) Is the aid appropriate to the sophistication level of the students involved? (3) Is the purpose which it serves appropriate at this developmental level in the reading program? and (4) Is the particular medium appropriate to the learning of a given individual at a certain period of time?

837. Greenwald, Marcia Alpern. A Survey of Reading Instrument Usage in New Jersey Public School Reading Programs, Grades K-12. Master's thesis, Rutgers, The State University, New Brunswick, N.J., 1972, 94p. [ED 056 844]

The use of machines in reading instruction was examined in 174 New Jersey school districts. From data gathered by questionnaire, the numbers, types, and usages of machines in various school districts were examined. The ratio of pupil to machine was correlated with the size of the school district, expenditures per student, and organization of the school system (K through 8, K through 12, and 7 through 12). It was found that K through 8 school districts had the most favorable pupil/machine ratios. The size of the school district significantly influenced the number of machines owned. There was no correlation between a district's size and the pupil/machine ratio, nor between a district's expenditure per pupil and its pupil/machine ratio. The instruments most frequently found in reading programs were listening and recording devices, followed by directional attack control devices and group tachistoscopes. The majority of districts used machines in both developmental and remedial reading programs. Indications for further research are made. Tables, the questionnaire, and references are included.

838. Heflin, Virginia A.; and others. The Formative Period of Listen Look Learn, A Multi-Media Communication Skills System. Huntington, N.Y.: Educational Developmental Labs, Inc., 1968, 70p. [ED 049 019]

A two-year study was conducted in 1965-67 for the following purposes: (1) to evaluate the materials and techniques of a new beginning reading program, Listen-Look-Learn (LLL) Multi-Media Communication Skills System, in order to make revisions where necessary, and (2) to compare the LLL System in its formative stage with that of basal reader programs. Questionnaires and continuous feedback cards supplied to the teachers provided a detailed subjective evaluation of the materials and techniques. An objective evaluation was carried out during the second year by administering standardized tests to 570 pupils in twenty-one experimental classes taught reading by the LLL system and 627 pupils in twenty-five control classes which used the basal reader. Metropolitan readiness testing in September, 1966, showed no significant difference between the two groups. When the Metropolitan Achievement Tests, Primary I Battery, were administered in the spring of 1967, there was a significant difference favoring the experimental group on all subtests. Children with higher intelligence and greater readiness for reading were challenged by the LLL System and made greater achievement than similar children in the basal program. Tables are included.

839. Houston, Camille; Otto, Wayne. Mechanical Aids in the Teaching of Reading. Madison: Wisconsin University, Research and Development Center for Learning and Re-Education, 1967, 18p. [ED 015 109]

A survey of the mechanical aids available for the teaching of reading which describes their operation, their cost, and limitations, is presented to provide school personnel with some information about mechanical aids in general, and about selected prototypical devices in particular. Educators can obtain further information about the devices from the manufacturer whose address is included with each description. The devices described fall into four categories--tachistoscopes, accelerators, pacers and multimedia presentations, such as the Language Master and the Califone Remedial Reading Laboratory. Some of the research related to these devices is discussed. References and illustrations are provided.

840. Knudson, Richard Lewis. The Effect of Pupil-Prepared Videotaped Dramas on the Language Development of Selected Rural Children. Ed.D. Dissertation, Boston University School of Education, 1970, 183p. [ED 049 252. Document not available from EDRS. Available from University Microfilms (Order No. 70-22, 457]

This study examined the effect of a specialized language activities curriculum upon the language development of forty selected ninth graders who prepared short, improvised dramas for production on video tape. Working on the premise that concentration on one aspect of the language arts would aid development in other areas, students in this experimental program were continually involved in oral language activities, rotating all tasks within production teams which worked on such interest units as TV language, crime, and parent-child relationships. To measure student growth in the experimental program, the forty students were paired with a control group of students (enrolled in a traditional program) for age, sex, IQ, reading ability, and location of home. All students ranged in IQ from 85-100, all had a past history of difficulty with language arts, and all were reading below grade level. The results of a battery of fall pretests and spring posttests--an IQ test, a reading test, writing samples, and speech samples--revealed in the experimental group (1) highly significant improvement in IQ scores, reading achievement, and composition skills; (2) significant growth in language ability; and (3) a very marked attitude change with a significantly lower rate of failure and absence from school.

841. Kornhauser, Louis H.; Brooke, Pamela. Enrichment through Radio: A Proposal to Use Radio as a Tool of Instruction from Pre-Kindergarten through Grade 12. Washington, D.C.: American University and District of Columbia Public Schools, 1968, 103p. [ED 046 917. HC

not available from EDRS]

A project in Washington, D.C., used classroom radio as a language arts tool to solve some of the classroom problems (i.e., lack of materials dealing with ghetto children, classroom discipline problems, and the inability of those unable to speak standard English to learn to read and write) which prevent disadvantaged, dialect-speaking children from overcoming their language difficulties. Four types of radio problems (information, identification, topic, and imagination programs) were selected to attain several performance objectives. As teacher involvement in the planning and production of broadcasts was essential, such training as in-service workshops was implemented and steps were taken to bring both teachers and students into the program. Steps were also taken to assure the dissemination of tapes and teacher materials to schools not involved in the project. (Appended materials include a report on a survey of American radio stations providing instructional programs, a list of schools participating in the project, a sample teacher guide for a program for students in grades 10-12, an evaluation of a classroom radio project, a summary report of a workshop on the use of radio, and a sample schedule of broadcasts.) Not available in hard copy due to marginal legibility of original document.

842. Logan, Juanita; Fleming, Margaret. Talking Typewriter: Title I Evaluation, 1971-1972. Cleveland: Cleveland Public Schools, Ohio Division of Research and Development, 1973, 70p. [ED 078 390]

During the 1971-1972 school year, 808 pupils enrolled in fourth and fifth grade regular classes in 24 schools participated in the Talking Typewriter Program. The design of the program placed two classes at the instructional site every six weeks. After completion of the six-week phase of the program, these classes returned to their home schools and entered the 150 day follow-up phase of the program. The pupils received approximately fifteen minutes of instruction each day on the Talking Typewriter. Information was presented to the children audibly and visually, and the Talking Typewriters responded to the children, providing a constant flow of responses. A random sample of six schools was selected to evaluate the program. Some of the results indicated that on the basis of post-program reading vocabulary and reading comprehension scores better than one out of four pupils in the sample population narrowed the discrepancy between their performance levels and reading expectancies to 1.0 or less grade equivalent units. Average gain in comprehension grade equivalent units was 5 months in an average service period of 25.46 days. It was recommended that the Talking Typewriter Program continue.

843. McDaniel, Ernest D. The Impact of Multi-Level Materials on Teaching Behavior and Learning Outcomes. Lexington, Ky.: Kentucky Research Foundation, 1967, 12p. [ED 016 284]

An experimental multilevel instructional procedure for teaching history as an inquiry process was tested on eight seventh-grade classes to investigate changes in teaching behavior and pupil learning outcomes, as compared with conventional textbook methods. While no clear evidence was obtained that pupils preferred to work with the multilevel materials, tests indicated that study skills and critical thinking were improved by use of the experimental inquiry method. Use of multilevel materials appeared to have little effect on teaching behavior.

844. Matter, Betty R.; and others. A Series of Research Reports on the Use of LEARNING 100 at Harrisburg State Hospital, September, 1970-September, 1971, Research and Information Report No. 6. New York: McGraw-Hill, Educational Developmental Laboratories, 1972, 33p. [ED 078 364. Available from McGraw-Hill]

"Learning 100" was used to assist chronic institutionalized mental patients in acquiring or recovering the skills needed for maintaining social interactions on the ward, listening to and comprehending radio and television broadcasts, reading newspapers--including classified advertisements, writing letters on personal business, and performing the necessary reading skills to hold an unskilled position. "Learning 100" was selected with the hopes of: (1) maintaining patients' attention, (2) providing a highly systematic, repetitive mode of presentation, (3) permitting a wide use of supplemental materials and small-group and teacher-directed activities, and (4) providing a system capable of instructing part of the time with little supervision by a certified teacher. The first report in this booklet contains the project proposal; the second report describes methods, procedures, and results of the study for the 46 patients involved; a word picture of some of the dramatic changes in behavior among the patients, indicating in some detail that the goals of the research project are in large part being met, is presented in the third report; and the fourth report discusses the use and growth of the psychiatric aides as managers of an individualized instructional program.

845. The Newspaper in the Classroom: Teaching Aids for Secondary Schools/Social Science. San Diego: Copley Newspapers, Calif. Department of Education, 1971, 126p. [ED 056 834. Also available from Copley Newspapers, Department of Education, School Programs Division, 940 Third Avenue, San Diego, Calif. 92112 ($3.00)]

This teaching kit includes two booklets, "Your Newspaper: An Exciting World at Your Fingertips," and "Teaching Aids for the Social Sciences." Several maps, a list of Copley films and filmstrips and order blanks, and a selection of current news service reports, which are updated periodically. These materials are all designed to encourage the use of newspapers in the secondary social studies classroom. Suggestions are made as to how newspapers can be resource materials for social studies teachers and students. The importance of newspapers in reporting historical, political, and economic events is discussed. Approaches and activities utilizing newspapers are suggested, and listings for sources of materials related to newspapers are included.

846. The Opaque Projector as Used in a Kindergarten and First Grade. Oakland, Calif.: Oakland Unified School District, 1964, 7p. [ED 001 570]

The use of the opaque projector seems to be an effective aid for developing good visual discrimination, language awareness and reading skills in imagery formation, speed, phrasing, intonation and eye movement. It should be part of a well-rounded program including the recognized techniques for teaching culturally disadvantaged children. Reading material used in the projector is usually read by either the teacher (using a marker for children to follow) or the group in chorus. With this type of support the children are not afraid to try, and the visual and auditory elements are continually reinforcing each other. Many uses for the projector are listed for kindergarten, first and second grade. Flash cards can be used to develop speed, and the use of markers or pointers is beneficial. Young children's eyes are usually far-sighted when they are maturing; therefore, the use of the enlarged image on a screen would help first graders overcome this handicap. The darkened room reduces diverting stimulation. For the culturally deprived, the projector can also provide remediation for their lack of visual experiences. Other advantages of this technique are that it relieves pressure on slower readers, it allows exposure to many books since only one of a kind is needed, and it is flexible and can be used in other curriculum areas. Above all, children respond to and enjoy this technique. It is clearly not a method in itself, but should be used as a supplement; its effectiveness will still depend on the teacher and her program. The results from the use of the projector have been encouraging. In all instances the experimental group's performance on standardized reading tests administered after a year of its use was significantly higher than the control group's.

847. Palmatier, Robert A. Machines in the Reading Program--What Are Their Roles? Paper presented at the Meeting of the International Reading Association, Atlantic City, N.J., April 19-23, 1971, 19p. [ED 051 980]

Many researchers are opposed to the use of instructional machines, but current research in literature has not yet reflected the experimentation with machines and programs produced in the past five years. There is no doubt as to the validity of these new technologies on an experimental basis. Much good is found in the motivational and instructional aspects of machine instruction; but too much reliance on machines may reduce creativity and limit the amount of information and growth potential to a learner, and at the same time result in the danger of dehumanizing learning and students. Machines currently available are (1) tachistoscopic machines providing practice and reinforcement in skill mastery and rate increase; (2) recordings and films providing reinforcement, instruction, and other guidance; and (3) other audiovisual devices providing different levels of instruction ranging from simple presentation to that which demands a response from the student. Because of financial limitations, instead of buying one of every kind of machine, schools should carefully assess their needs and purchase the most useful items, such that enough of these could be used for all classrooms. Inservice teacher training programs should emphasize the application of technology in the classroom to encourage teachers to use these machines.

848. The Reading Eye and Eye Movement Photography. Huntington, N.Y.: Educational Developmental Labs, Inc., [ED 002 389]

Eye-movement photography provides the teacher of reading, the reading diagnostician, and the vision specialist, with an objective and practical means for measuring the way a person has learned to use his eyes in reading with any functional or interpretive difficulties in effect. Eye movements are neither the cause nor the effect of poor reading. However, since they are involuntary in nature, they reveal much valuable information about the overall efficiency and organization of the reader, reflecting the skills, abilities, and habits he has formed over the years. Eye movements are the end-products of the reader's functional, perceptual, and organizational development. Information from reading graphs, combined with standardized test scores, provides more complete insight into the reader's development. The teacher of reading uses a reading graph as a direct measure of the development of such functional skills as coordination, mobility, and directional attack, and as a measure of overall efficiency in reading. The graph also provides a reliable measurement of the improvement and growth in reading as the student improves functionally, acquires more efficient reading attack skills, grows in his ability to pay attention, perceives more accurately, organizes his ideas in a more sequential manner, improves in his vocabulary, and enlarges the fund of information through which he interprets. Graphs are employed to measure fixations, the number of stops the eye makes in reading a line of print, regressions, any reverse eye movements, spans of recognition, the words or parts of words perceived at each eye stop, re-readings, returning to a previously read sentence, paragraph, or page, durations of fixations, average length of time the reader stops his eyes while perceiving and assimilating the material, and comprehension of what was read.

849. Schale, Florence. Measuring Degree and Rate of Visual Awareness in Rapid Reading on Television. Paper presented at the National Reading Conference, Tampa, Fla., December 1971, 7p. [ED 058 017. HC not available from EDRS. Available from National Reading Conference, Inc., Marquette University, Milwaukee]

This study was based on the assumption that the average person should be able to grasp fourteen words of pica type within the span of a half dollar. During the weekly rapid reading series, a cooperative venture of CBS-TV and the Northwestern University, a tachistoscopic challenge was presented to the audience. The training in rapid reading came through projecting articles on television, paragraph by paragraph at increasing rates, then asking comprehension questions according to the reinforced reading method. The tachistoscopic challenge was used to measure rate and degree of visual awareness up to fourteen words in a circular span at 1/50 second. The first 15 people who responded to the feedback appeal averaged a circular span of seven words at 1/50 second. Those who returned progress charts from the self-instructing television workbook averaged 939 words per minute with 79 percent comprehension while reading ninth-grade level materials. The author found the results consistent with the theory that rapid reading training does increase visual awareness of larger spans of print, and that the processing rates can be accelerated without loss of comprehension. However, no definite conclusions were drawn, and further study was recommended. References are included.

850. Schiff, Lillian. A Hank of Hair and a Piece of Bone. Educators Guide to Media & Methods (September 1968), 41-46. [ED 026 353]

Even though the English teacher may lack funds to acquire conventional teaching aids, he can, nevertheless, find many available resources to stimulate the interest of his students. A recording by Bill Cosby, for instance, can be studied as an example of satire and can encourage discussion and writing. A record festival in the classroom not only lets the teacher hear what the young are thinking but also gives the students practice in organizing, selecting entries, evaluating, and writing advertisements and invitations. Furthermore, the lyrics of some current hit songs can be compared to poems, plays, and novels, or they can be used as springboards for the writing and taperecording of original poetry. Other resources are plays given on television and in the community, old sets of anthologies, columns in various newspapers or magazines, talks by fellow teachers, and novels and articles read aloud by the teacher himself.

851. Solomon, Bernard. The Individualized Television Reading Program. Fort Lauderdale, Fla.: Nova University, 1973, 51p. [ED 091 663]

This paper describes a project to introduce a reading program based upon the classroom out of popular television broadcasts into one inner-city middle school--seventh and eighth graders--(Rhodes Middle School, Philadelphia). The aims of the project were to use television as a means for children to read and for drawing administrators and teachers into utilizing the television teaching technique. The Individualized Television Reading Program was used with four teachers and 850 students over a five-week period. A survey was used to determine the students' favorite programs, which were then video-taped and their scripts obtained. Classroom exercises in which the script was the basic resource enabled the students to use the television dialogue while working on skill lessons for reading. The project appeared to be successful, generating positive response from students and teachers, reducing absenteeism and discipline problems among the experimental group, and eliciting requests for the program from other schools in the city. Although the interest was high, and expansion of the program into many schools was assured, there appeared to be a need for additional evaluation to ascertain reading achievement and motivation to learn in measurable terms.

852. Suid, Murray; and others. The Wheel: A Model for Multi-Media Learning. Educators Guide to Media & Methods, 5 (1968), 29-33. [ED 026 352]

To help correct the improper emphasis on media as "aids" rather than as integral parts of education, teachers in a media laboratory investigated the potential of the electro-chemical media in learning, not denying the importance of reading and writing. The schema developed to order and integrate this kind of learning is called the wheel. Arranged around the rim of the wheel in a logical progression are six distinct media: the body, design, sound, photography, the moving image, and print. Since communication is both active and reactive (e.g., creating and listening to sounds), learning activities which explore content to be taught, and which involve action and reaction can be designed for each medium on the wheel. The advantages of a wheel-oriented curriculum are that it offers easy access to more content areas, is in closer touch with natural learning, and provides a better context for teaching literacy skills.

853. Sullivan, Lorraine M. The Use of Films and Filmstrips in the Teaching of Reading. Paper presented at the Third International Reading Association World Congress on Reading, Sydney, Australia, August 7-9, 1970, 11p. [ED 046 619]

The communication of messages from teacher to student often includes visual representation of the material under study. The place of mass media in the classroom becomes increasingly important as materials are developed and made available. Films and filmstrips of all types can be utilized in many ways, some of which have been the subjects of research studies pointing to their effectiveness. Films of children's books can be used to present stories, to culminate units, or to introduce units. Both films and filmstrips can also be used in a variety of ways to teach skills, to supplement classroom activities, and to motivate reluctant readers. Teachers intending to use films and filmstrips should follow guidelines in selection to assure maximum success.

854. Vail, Edward O. Formula Phonics. Glendale, Calif.: Integrative Learning Systems, 1969, 99p. [ED 052 891. Document not available from EDRS. Available from Integrative Learning Systems, Inc., 326 West Chevy Chase Drive, Number 11, Glendale, Calif. 91204 ($5.25 plus tax where applicable)]

This combination text-workbook is designed to provide the reader with the knowledge and skills necessary to teach problem readers how to read. Coupled with coordinated videotapes and student workbooks, the book can be used by teachers, parents, volunteers, tutors, and aides. Instructional material includes units on the reading process, learning theory, word attack skills, sound categories (stops, nasals, laterals, vowels, etc.), and pronunciation rules. Also included are several reading selections, a teacher's edition of the companion student workbook, and general instructions for using the workbook and the videotapes. The book may be used with students individually or in groups. The student workbook is abstracted as ED 052 892.

855. Werneken, Jane. Utilizing Television in Reading Improvement Courses. Paper presented at the Annual Meeting of the International Reading Association, Atlantic City, N.J., April 19-23, 1971, 14p. [ED 051 972]

Because televisions are found in many homes today, they can be used as a channel for bringing reading improvement courses to a large number of people. Various experimental television reading programs are summarized which have proven successful in motivating people to improve their reading skills. Through Glendale Community College in Arizona, a weekly 28-minute reading improvement course was offered over commercial television. Enrolled students came on campus for administration of the Iowa Silent Reading Test prior to the first session of the course. Test results, along with reading materials kits with practice exercises, were mailed to each student. Each weekly lesson consisted of three parts: class instruction, including a review of the preceding lesson, guests, and the use of filmstrips with the Tach X. It was found that careful planning of each lesson was needed to make the best use of the limited time schedule. Many typical classroom materials were used successfully on the programs, such as films and the overhead projector. At the course, the Iowa Silent Reading Test was again administered on campus. Comparison of the pretest and posttest results indicated that students became involved in their work and improved their reading techniques. References are included.

Evaluation Criteria

856. Colvin, Cynthia M. Psychological Principles in Materials Selection. Paper presented at International Reading Association Conference, Boston, Mass., April 24-27, 1968, 10p. [ED 028 030]

Those psychological principles which might aid the teacher in the selection of instructional materials are examined. Since learning is a process which builds sequentially on past learning, beginning reading materials should include words that have personal relevance for the individual child. Meaningful material is learned more quickly than nonsense syllables. Materials related to the child's experiences are more easily comprehended by him. The development of attitudes and interests cannot be measured by reading tests, but do contribute to reading growth. According to Blom, Waite, and Zinet (1968), the content of preprimers, primers, and first-grade readers is remote from the child's life. While he is keenly interested in the world around him, his reading stresses family attachment, younger siblings, and ambiguity in sex roles. Anthropomorphic and animistic thinking which the child is exposed to are thought to be barriers to his intellectual development. Natural sentences of normal length often are understood more easily than short, artificial ones which are remote from the true language experience and normal speech patterns the child is familiar with. References are included.

857. Wardeberg, Helen L. Evaluation of Materials for Reading: Criteria for Evaluating. 1969, 11p. [ED 033 821]

The evaluation of instructional material to be selected for the school situation is discussed. Changing values of present day society are noted, and three general criteria are suggested for selection of materials: (1) the economics of the matter may be least important in the long run--it is not what we protect students from but what we can expose them to within the resources we have that is important; (2) whatever we put into the environment of the readers should be of the best quality that can be identified; and (3) whatever is selected should be in the human dimension, contributing to the search for life significance that is part of the human soul.

Self Teaching Materials

858. Beck, Lester F.; and others. Assessment of Some Newly Designed Educational Media for the Self-Teaching of Young Children in School and at Home. Portland, Ore.: Portland State College, 1962, 95p. [ED 003 185]

The reading progress of approximately 600 first-grade pupils in 25 classrooms in Portland, Oregon, was reported. Classrooms were supplied with self-teaching materials, no materials or with general interest or "placebo" materials. Research assistants visited all classrooms weekly. Fathers and mothers were interviewed at the beginning and at the end of the project to learn their views about the work of the school, and indirectly to determine the effect of the experimental materials on parent attitudes. Five groups of five classes each were balanced for teacher age and experience, urban-suburban location, socioeconomic standing, prior kindergarten experience, and media reading readiness cor scores. The experimental design permitted assessment of the relative effects of self-help units used in the classroom and at home versus their use only in the classroom. Also, it provided a basis for gauging the effects of the novelty of materials alone. Finally, the group without supplemental materials was incorporated into the design to serve as a benchmark against which the effects of the experimental units and the "placebo" materials could be contrasted. Results showed that the contributions of self-teaching materials, while manifest, were far outweighed by variations in teacher behavior and by pupil differences in reading readiness, intelligence, and family background. Individual differences in pupil performance tended to increase as the year progressed. Suggestions were offered about possible ways to help teachers help children attain a higher and more uniform level of reading achievement in their first year of school.

859. Homme, Lloyd E. A Demonstration of the Use of Self-Instructional and Other Teaching Techniques for Remedial Instruction of Low-Achieving Adolescents in Reading and Mathematics. Final Report. Albuquerque, New Mexico: TMI Institute, 1965, 118p. [ED 003 150]

A demonstration project was conducted (1) to develop and test a system of instructional materials intended to provide remedial instruction in reading and mathematics for low-achieving adolescents; (2) to determine the effects of such a system on retention and job performance over a six-month period; (3) to revise the system, prepare an instructor's utilization manual for its use, and field test it under conditions of use, both within and outside the conventional school setting; and (4) to make final recommendations concerning the development and use of instructional material intended for the school dropout or potential dropout, and to revise the utilization manual on the basis of the field testing. The project was conducted in four phases: teaching, record-keeping, field testing, and data collection and analysis. Results sufficiently confirmed project expectations, and further applications were recommended. The system appeared necessary to produce motivation for the pursuit of academic goals. Research was recommended in two directions--(1) further refinement of administrative techniques to reduce unfavorable teacher and student attitudes, and (2) further research into components of the system itself. An instructor's utilization manual is included in the report.

Individual Instruction

860. Beck, Isabel L.; Mitroff, Donna D. The Rationale and Design of a Primary Grades Reading System for an Individualized Classroom. Pittsburgh, Pa.: Pittsburgh University Learning Research and Development Center, 1972, 92p. [ED 063 100]

Commercially available materials were adapted for use in an individualized elementary school environment. The work culminated in the New Primary Grades Reading System (NRS), designed for the first three years of reading instruction. Using a codebreaking approach to the linguistic materials, the program permits individual rates of progress through the sixteen levels of the program, each of which contains ten instructional sequences. NRS stimulates the "real-world reading situation" with such materials as workbooks, story books, games, and cassette-recorded lessons which fall into three categories: (1) "prescriptive"--teacher-controlled, (2) "selection"--limited student choice, and (3) "choice"--greater student freedom. (The four sections of the monograph present the rationale, theory, components, and design of NRS, as well as some examples of the decision-making processes of curriculum designers; a bibliography is also included.)

861. Bibliography of Individualized Instructional Materials. Cleveland, Ohio: Educational Research Council of America, 1970, 57p. [ED 039 150]

The introduction gives the rationale for individualized instruction, lists its advantages, outlines its history and current trends, discusses the role of the teacher in an individualized program, and reports on Individually Prescribed Instruction (IPI) programs developed at the Learning Research and Development Center, University of Pittsburgh. A general bibliography on individualized instruction is included, and references are given to documents bearing on IPI in mathematics, reading, science, and social studies; individualizing instruction in the elementary school; and individualizing instruction in secondary schools. Entries in the general bibliography include index codes which indicate the topics covered in the documents.

862. Daugs, Donald Roger. Evaluation of the Influence of Multi-Level Reading Materials on the Achievement of Fifth Grade Elementary Science Pupils When Placed at Reading Level by an Informal Reading Inventory. Ph.D. Dissertation, Oregon State University, Corvallis, 1970, 149p. [ED 040 865]

The purpose of this study was to statistically evaluate the influence of student placement at reading level by means of an informal reading inventory in one kind of elementary science materials. The materials were used in twenty-one fifth grade classrooms in four Oregon school districts. The classes were divided into three treatment groups which were distributed among the schools. Treatment One consisted of students who read at one of five levels as determined by an individual formal reading inventory. Treatment Two students read at one of five levels as determined by a group informal reading inventory. Treatment Three students read at only the middle level of the five levels supplied by the publishers. Analysis of variance revealed no significant differences in achievement on criterion tests items among the treatment groups. The results indicate that the informal reading inventory will place students 1.3 years lower in the materials used in this study than would the Metropolitan Reading Achievement Tests. Data on teacher rating indicated that teacher effectiveness was a valid area for further research.

863. Harrison, Grant Von. Structured Tutoring. Provo, Utah: Brigham Young University Department of Instructional Research and Development, 1971, 17p. [ED 053 080]

Although the structured tutoring model was designed to cope with the unique learning characteristics of low achieving primary grade children who are considered high risks in terms of failure, structured tutoring can be used to teach most objectives not readily attained by students generally, at any grade level. The best tutors for primary grade children are older elementary school students. These students should be closely supervised by an adult with experience in devising diagnostic criterion-referenced pretests, preparing and maintaining record sheets and instructional materials, and selecting and training student tutors. The adult should be someone other than a classroom teacher. As most interested groups do not have the resources or time to meet the stipulations advocated by the author, he has written a series of tutor guides and manuals and developed several complete tutorial systems. The guides and manuals can be used with tutoring programs at almost any level or in any subject area. The complete tutorial systems are designed for programs in which fifth and sixth graders are teaching first and second graders reading and arithmetic.

864. Jablonsky, Adelaide. A Selected ERIC Bibliography on Individualizing Instruction. ERIC-IRCD Urban Disadvantaged Series, Number 2. New York: Columbia University ERIC Clearinghouse on the Urban Disadvantaged, 1969, 36p. [ED 027 358]

This extensively annotated bibliography lists documents in the ERIC system dealing specifically with individual instruction for disadvantaged students. They are organized by instructional level, and within these sections reports dealing specifically with reading and language arts are listed separately. There is also a section of guidelines for program development and general discussions of individual instruction. Many of the documents report programs and research projects.

865. Rahmlow, Harold F. Use of Student Performance Data for Improvement of Individualized Instructional Materials. Proceedings of a Symposium, American Psychological Association, Washington, D.C., September 1, 1969, 27p. [ED 032 792]

The Program for Learning in Accordance with Needs (PLAN) was devised to be self-improving through a system of computer analysis of student performance data. The plan instructional program consists of teaching-learning units in various subject areas, such as reading and science, which are composed of self-paced alternative learning activities, objectives, and criterion tests. Two types of student performance data related to specific objectives (derived from statistics for the number of students selecting each option on tests, frequency distributions of student scores on an objective by objective basis and on a unit by unit basis, and cross validation data on parallel items) and subjective teacher and student judgements. Examination and analysis of these data by computer reveal whether a unit needs refinement or not; if it does, the data can reveal the difficulty, whether it is a lack of consistency in activities and objectives between learning, a poorly stated problem, inappropriate sequencing of learning activities, or lack of student understanding of the presentation format.

866. Shafer, Robert E. Fostering Reading in the Gifted and Creative: The Role of Creative Reading, Specific Materials and Resources-Intermediate. Paper presented at the Annual Convention of the International Reading Association, Detroit, May 10-13, 1972, 20p. [ED 065 850]

It is especially critical within reading programs during the years of middle childhood to identify and to nurture qualities of giftedness: open-mindedness, motivation, tolerance for uncertainty, preference for complexity, high regard for learning, sense of destiny, and the search for meaning. Supporting this view, the work of Frank Smith, Goodman, Hodges, Rudorf, Ruddell, and others has stressed the necessity of building new reading programs on the child's experience with language and his abilities to learn language. Further, Lamb and Henderson have noted that research in the psycholinguistic aspects of reading has indicated sufficient complexity in the development of language and thinking abilities in the young to suggest that the specific resources and materials needed for reading should be highly individualistic. Fader and Herndon provide case studies of the uses of "saturation," "individualized," and "experience-based" materials in highly diverse school settings, which appear consistent with recommendations noted in the research cited and, which foster growth in creative and gifted students and in many others as well.

867. Stewart, Deborah; and others. Individual Conferences to Promote Independent Reading: A Report on the Field Test. Madison: Wisconsin University, Research and Development Center for Cognitive Learning, 1971. 92p. [ED 070 071]

Individual Conferences to Promote Independent Reading is one of four classroom activities in the system of Individually Guided Motivation. A package of teacher-education materials designed to allow schools to implement the program of individual conferences was evaluated in six different school settings. Objectives were identified for both the conference leaders (direct target group) and the pupils participating in conferences (indirect target group). The conference leaders, after using film, handbook, and user's manual included in the package, were assessed both by a paper-and-pencil test, and by observation during the conferences. In all but one school, conference leaders were considered to have achieved an adequate level of knowledge and skill in conducting conferences. Conference leaders' responses to a questionnaire, and their extension of the conference technique to other subject-matter areas, indicated that they perceived the program as usable and effective. Students in grades 2-6 participated in the conferences. Significant gains in number of books read during an eight-week period were observed at all grades. A positive change in attitude toward reading was observed at all grades, with a significant change in grades 4-6. Children participating in the conferences showed significant gains in reading skills.

868. Thornton, John T., Jr. Phasing Reading Development with Child Development: A Plea. Unpublished manuscript, 1972, 9p. [ED 063 595]

Studies of beginning reading sponsored by the U.S. Office of Education indicate that teachers, not methods, account for the major differences in the results of instruction and that reading instruction can be improved via combinations of methods. Consequently, teachers should be free to select materials and methods most appropriate for children for whom they are responsible. In planning instruction so that the child's reading development phases with his overall development, the teacher should keep several basic considerations in mind: (1) Development and maintenance of a positive self-image are vital to the child's academic growth as well as to his personality development. (2) Children differ in their preferred sensory modes of learning. (3) Programed materials do not provide opportunities for a child to question, share ideas, react to situations, or test ideas on others. (4) Some research indicates that differences in interest patterns are more important to reading development than those of age, sex, intelligence, or reading achievement. Providing properly for that difference involves presenting materials which match the child's interests and materials capable of broadening and advancing them.

869. Wallen, Carl J. Materials and Resources for the Gifted Reader at the Primary Level. Paper presented at the Annual Convention of the International Reading Association. Detroit, May 10-13, 1972. 8p. [ED 063 596]

The teacher of gifted children must provide for individual differences in level and skills of reading, and allow opportunities for children to pursue their own interest. To avoid the destructive syndrome of wasted time and unnecessary rote review, the teacher should assign each child reading materials on the basis of his achievement level (rather than his grade level) and, using a criterion-referenced reading system, concentrate on those particular skills which the child has not yet mastered. This can be accomplished by designing test and lessons for each specific reading objective--the teacher should initiate instruction only after first having ascertained what each child does not know. Using this approach, opportunities for new learning are maximized, and the teacher can insure children additional time for rewarding, independent work.

Textbooks

870. Blom, Gaston E.; and others. Content Analysis and Children's Responses to First-Grade Readers in the United States and Foreign Countries. Final Report. Denver: Colorado University Medical Center, 1968, 86p. [ED 027 153]

This report explores motivational aspects of the content of first-grade reading textbooks used in the United States and in several foreign countries, as well as textbooks formerly used in the United States, using both sociocultural and personality development dimensions in the analyses. Exploration of the nature of reading textbook content and its influence on reading acquisition and on cultural transmission was accomplished. Among the findings were indications of a lesser degree of masculine-oriented behavior than of feminine-oriented behavior in basal readers, a close approximation of typical basal text suburban characteristics in multiethnic series, and a considerable variation between subject matter of books chosen by children in libraries, and that of reading materials used in schools. Stories told by first graders from various socioeconomic and cultural settings were collected for theme analysis, and cross-national studies of first-grade reading textbooks from four countries were conducted. Practical applications of research results included a teachers' selection guide for choosing material for children. An extensive bibliography of supplementary materials related to the investigation and appendices of coding manuals, attitude sets, and published and unpublished articles are included.

871. Calthrop, Kenyon. Reading Together. An Investigation into the Use of the Class Reader. National Association for the Teaching of English (England), 1971, 129p. [ED 064 694. Document not available from EDRS. Available from National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 22781, $3.15 nonmember, $2.85 member)]

A report, in book form, of a "user-survey" concerned with the best current classroom practice in making use of novels, short stories, biographies, and so on. The findings are based partly on teachers' replies to a questionnaire about their use of particular books, and partly on the author's visits to a number of schools where he observed lessons and studied the pupils reactions and attitudes. After an introductory chapter and one on theoretical background (teachers' criteria for their choice of books), there are three chapters describing varied programs based on a number of widely used books. The main part of the book concludes with a chapter on "Living with 'O' Level Literature." There is a series of factual appendices, including one showing which were the most popular books reported on.

872. Carlsen, G. Robert. Books and the Teen-Age Reader: A Guide for Teachers, Librarians and Parents. New York: National Book Committee, Inc., 1967, 218p. [ED 023 675. Document not available from EDRS. Available from National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 42108, $0.95 nonmember, $0.85 member)]

Indicating the need for reading materials to be related to the teenager's problems and interests, as well as consistent with the stages of reading development, this book suggests ways to provide good reading experiences for young people in an effort to help them enjoy reading. It calls for a rational approach to the adolescent's interest in salacious materials and subliterature, and provides methods to help him grow beyond these interests. The following types of reading material are discussed, and a bibliography is given for each: (1) books related to the personal and social interests and needs of teenagers, (2) adolescent novels, (3) popular adult books, (4) significant modern literature, (5) classics from ancient, English, American, and World literature, (6) poetry, (7) biography, (8) nonfiction, and (9) reading appropriate for the college-bound. Standard types of reference materials are also considered.

873. Finn, James D.; and others. Revolution in the Textbook Publishing Industry. Washington, D.C.: National Education Association, 1963, 45p. [ED 003 754]

In this paper, M. Frank Redding, of the American Textbook Publishers Institute, discussed the state of rapid transition in the textbook industry. Included in the paper are statistics supplied by Roger Smith of Publishers' Weekly concerning textbook sales and mergers of book publishing companies. The need was stressed for a reaffirmation of the place of the book in teaching, as well as proposals from the schools to publishers which will shape patterns of future textbooks.

874. Fischer, Joan. Reading and the High School Equivalency Program. Paper presented at the Annual Meeting of the International Reading Association, May 1-4, 1973, 13p. [ED 079 716]

The relationship of reading ability to passing the Interpretation of Reading Materials sections in social studies, science, and literature of the General Education Development (GED) test is assessed in this paper, and procedures for developing reading skills related to the test are suggested. Information about types of questions asked, instructional programs that have proven to be most successful in New Jersey, and tests that correlate with the GED test are included. In addition, instructional methods and samples of teacher-made lessons in successful high school equivalency programs are described. Although most GED preparatory programs emphasize content area instruction, instruction in reading skills is of greater importance in enabling clients to pass the GED test and hence to obtain a high school equivalency certificate.

875. Fulmer, Lemos L.; McNamara, Robert C., Jr. Guidelines for an Adequate Investment in Instructional Materials: How Much Should You Spend for Textbooks and Related Printed Instructional Materials? New York: American Textbook Publishers Institute; Washington, D.C.: National Education Association, 1967, 29p. [ED 027 735. HC not available from EDRS. Available from National Education Association]

Although printed instructional material is the most basic tool for classroom instruction, in the school year 1966-67 a national survey showed per pupil expenditure for textbooks to be only $4.96. Lack of guidelines for expenditures on textbooks, failure to use sound budgetary practices, inadequate teacher involvement in decisions affecting texts, and lack of knowledge about the merits and usefulness of modern texts, have hindered the acquisition of adequate texts. The amount budgeted for printed material should allow: a selection of basic texts; additional material to provide variety, flexibility, and diversity of approach; and supplementary material for independent study and teacher use. Multiple adoption of texts would permit teachers to select texts on a more individual basis. The joint committee of the National Education Association and the American Textbook Publishers Institute estimate that $42 should be spent for each elementary school child and $63 for secondary school students. Due to rising costs, these dollar guidelines will probably be realistic only until 1970.

876. Harris, Albert J. Rational and Description of "Basic Elementary Reading Vocabularies." Paper presented at the Meeting of the International Reading Association, Detroit, May 1972, 12p. [ED 062 091]

The Harris-Jacobson Basic Elementary Reading vocabularies contain 7,613 words found to be basic in fourteen series of textbooks for grades 1 through 6. They include a core list, an additional list, a technical vocabulary, and a total alphabetical list. Comparisons with the Dale list and the Botel list show very high degrees of overlapping with the appropriate part of the Harris-Jacobson list. Comparisons have also been made with the Taylor list, the Kucera-Francis list, and the American Heritage list. Despite marked differences in the techniques used in compiling some of these lists, there is substantial agreement about the words that are basic for reading in the elementary school. References are included.

877. Harris, Charles. Springboards, Texts the Students Steal. Southern Education Report, 3 (1968), 5p. [ED 020 969]

On the premise that ghetto youth are nonreaders mainly because most reading materials are uninspired, middle-class, and antiseptic, the Springboards Reading Program was developed. Presently implemented in Harlem (New York City) "street academies," the program utilizes a series of four-page booklets designed to interest disadvantaged male dropouts and motivate them to read. The vocabulary is at the fourth- to sixth-grade level. The youths' suggestions are used in choosing reading topics of maximum interest. Among the types of stories most in demand are those about job situations, urban problems, sports, and black leaders and other successful people. Academic subject matter is integrally woven into these stories. In a controlled classroom experiment students using this material showed significant increases in reading.

878. High Interest Low Vocabulary Books, A Bibliography. Denver: State Department of Education, 1965, 51p. [ED 011 724]

Vocabulary level, interest level, author, title, and publisher are listed for 2,129 books. Books are listed by vocabulary level, which ranges from primer to grade 7. Interest level range is from primer to grade 12. Contributing publishers and their addresses are provided.

879. Littell, Joseph Fletcher, ed. The Language of Man. Book 6. Evanston, Ill.: McDougal, Littell and Co., 1971, 174p. [ED 061 761. Document not available from EDRS. Available from McDougal, Little and Company, P.O. Box 1667, Evanston, Ill. 60204 ($8.22)]

This textbook, Book 6 of "The Language of Man" series, covers semantics, the language of politics, language and race, the language of advertising, and the origins and growth of the English language. The material analyzed comes from many sources (advertisements, newspaper articles, poems, parodies) and attempts to demonstrate the effect of language in everyday situations. The series is designed for use in grade 12.

880. McGaw, Barry; Grotelueschen, Arden. The Direction of the Effect of Questions in Prose Materials. Urbana: University of Illinois, Center for Instructional Research and Curriculum Evaluation, 1971, 30p. [ED 061 539]

The direction of the facilitative effect of questions inserted at intervals in prose material is examined in terms of: (1) the testual distance of the questions from the material to which it refers, and (2) the relationship between the information tested by the inserted questions and that tested by the criterion test items. Results with 140 undergraduate teacher education students show: (1) that the initial effect of inserted questions may be forward, i.e., shaping appropriate test inspection behavior, (2) that superior performance on pages immediately following questions suggests a forward effect mediated through increased attentiveness, and (3) that under certain conditions a backward effect is suggested--a facilitative review effect in which the facilitation results from a memory search initiated by the inserted questions.

881. MacLeish, Andrew. Adapting and Composing Reading Texts. Tesol Quarterly, 2 (1968), 10p. [ED 021 211]

The author's analysis of reading material content of second language texts examines achievement of graphemic-phonemic contrasts, sequence of association in the process of reading, and control of sounds, grammar, subject matter, and cultural content. Because the orthography-sound association skill cannot be separated from the sound-meaning skill, reading pedagogy must concentrate on the fundamental "see-say-think" sequence of association. There should be close controls over the sound and grammar patterns and the cultural context of the beginning and intermediate reading texts for use in a linguistically-oriented approach, the teacher should (1) decide upon the phonological targets, based on a contrastive analysis, (2) select the grammatical problems contained in the narrative or dialog (that are not treated as sturcture points for study in the text), (3) select vocabulary to work on choosing those items of phonological or cultural difficulty, and (4) examine the drills, which may have too much emphasis on the content of the dialog or narrative. The steps in composing controlled reading texts, also discussed by the author, are illustrated with excerpts from an elementary reading lesson for Hawaiian schools, based on a contrastive analysis of standard English and Hawaii Islands dialect.

882. Meyen, Edward L.; and others. In-Service Training Materials for Teachers of the Educable Mentally Retarded, Session I: Functional Basic Reading Series. Iowa City: University of Iowa, Special Education Curriculum Development Center, 1968, 5p. [ED 044 836]

Designed for educable mentally handicapped students, the Functional Basic Reading Series is described in terms of a practical approach to reading. The four developmental stages of the sequential program are presented accompanied with specific titles of materials appropriate for each level. Characteristics of controlled vocabulary, social goals and objectives, and interest factors are noted.

883. Olsen, Hans C. Criteria for Selecting Materials to Teach Reading. 1967, 11p. [ED 012 231]

Before selecting materials to teach reading, a set of consistent and appropriate criteria must be devised and used to objectively analyze available materials. A knowledge of the children, teachers, and objectives and pattern of the reading program in the school system aids the determination of the criteria. Judgment must then be used in selection, because materials will rarely fit all the chosen criteria, and priority must be given to some of them. There are little-known criteria which should be considered: (1) a provision for controlling grapheme-phoneme correspondence, (2) recognition of dialect differences, and (3) an attempt to stimulate children to read widely outside of school. Contradictory criteria which should be avoided include (1) gaining meaning versus learning grapheme-phoneme relationship and (2) controlled vocabulary versus literary quality.

884. Rice, Frank A., comp. Study Aids for Critical Lnaguages. Revised Edition. Washington, D.C.: Center for Applied Linguistics, 1968, 38p. [ED 021 249. Document not available from EDRS. Available from Publications Section, Center for Applied Linguistics]

A listing has been prepared of recent and readily available instructional materials for modern foreign languages not commonly taught in the United States, with emphasis on materials intended for use of the adult learner whose native language is English. The 320 entries, representing eighty languages and dialects, are arranged alphabetically by languages and dialects, Afrikaans-Vietnamese. Beside each entry is a designator (e.g., PED, GRAM, RDR) indicating the primary category of the material. Tapes and records are listed when known. Some brief annotations (e.g., "Hanoi dialect," "introduces Nepali script," and occasional headnotes give linguistic or social linguistic information. A list of publishers and distributors appears at the end.

885. Shuman, R. Baird. The Pride of Ownership. Virginia English Bulletin 17 (1967), 2-3. [ED 028 188]

Although many factors lead students, particularly the culturally disadvantaged, to avoid reading, among the most significant reasons are an abhorrence of the kinds of readings contained in their English anthologies, and the physical characteristics of these books. If the schools are to encourage reading as a broadening experience, they must furnish students with interest-provoking materials which are easy to read at those places where their reading is normally done--on buses or at lunch counters, for example. One technique for improving the teaching of literature would be for the school to give each student, every year, ten inexpensive paperback books of literary quality, yet of interest to them. These paperbacks are easily read in the student's natural reading situations, are comfortable to hold and transport, and could be marked by the student without fear of recrimination from the school. In addition, the student would begin to feel a pride in the ownership of books, and these books might become the first step in making reading a vital part of the life in culturally-disadvantaged homes.

886. Streit, Janet. Reading Interests of Individualized and Basal Textbook Programs for Intermediate Grades. M.Ed. Thesis, Rutgers University, The State University of New Jersey, 1973, 86p. [ED 070 049]

In an attempt to determine the effects of the teaching-of-reading methods of individualized reading and basal textbooks on children's reading interests, frequency of reading, and actual book preferences, an inventory was administered to 396 boys and girls in grades four to six within two schools representing these reading approaches. It was found that (1) reading instructional method had little effect on children's range of reading interests; (2) as grade level increased, children's range of reading interests declined; (3) the individualized reading method encouraged more independent reading than the basal textbook approach; (4) girls taught by the individualized reading approach did more independent reading than did girls taught by the basal textbook approach; (5) the reading interests of children taught by the two methods were highly correlated; (6) animal stories were the most preferred book choices; and (7) boys and girls in the individualized reading program wrote significantly more book titles than did those in the basal textbook program.

887. Vail, Edward O. Formula Phonics Reading Book. Glendale, Calif.: Integrative Learning Systems, 1969, 33p. [ED 052 892. Document not available from EDRS. Available from Integrative Learning Systems, Inc., ($1.95)]

This student workbook is designed to be used with accompanying videotapes for reading instruction with beginning and/or remedial readers of various ages. The series of exercises includes instructional units on word attack skills, sound categories (stops, nasals, laterals, vowels, etc.), and pronunciation rules. Also included are several readings with follow-up exercises. The workbook is designed to be used by students individually, although group activities may also be incorporated. The instructor's book to accompany this workbook is abstracted as ED 052 891.

888. Whipple, Gertrude. Multicultural Primers for Today's Children. Education Digest 29 (1964), 26-29. [ED 017 543. Document not available from EDRS]

The multiracial, multicultural Detroit City School Series preprimers, developed for disadvantaged pupils, have carefully chosen basic vocabularies, high interest value, and brevity. When the new series was compared with a standard one, it was found that the City Series promoted greater verbal competence and more desire to read, was much more interesting to the children of all socioeconomic levels and both races, and seemed to have a positive social relations effect. Furthermore, tests based on these new books showed that Negro first-graders showed a "striking" increase in verbal ability.

889. Whipple, Gertrude. Practical Problems of Schoolbook Selection for Disadvantaged Pupils. Paper presented at International Reading Association Conference, Boston, April 24-27, 1968, 11p. [ED 029 750]

Every year the purchase of unsuitable books for disadvantaged children wastes millions of dollars. The use of these unsuitable books results in extensive reading failure. In order to overcome this waste of money and human resources, book committees need to employ standards and methods of evaluation to identify books appropriate for disadvantaged children. An example of this technique is developed through an illustrative textbook evaluation based on interest appeal of the illustrations, readability of the content, and usefulness of the glossary. These three areas were chosen because they evaluate very different aspects of a book and are especially important in teaching disadvantaged children to read. References are listed.

890. Wilson, Robert M.; Geyer, James, eds. Readings for Diagnostic and Remedial Reading. Columbus, Ohio: Charles E. Merrill Publishing Co., 1972, 283p. [ED 072 404. Document not available from EDRS. Available from Charles E. Merrill Publishing Co. ($4.95)]

This book of readings pertinent to reading instruction follows the organization of Wilson's text, "Diagnostic and Remedial Reading," and can supplement that or other reading texts as well as serve as a source book for divergent ideas in the field of reading. Topics include classroom, clinical, and noneducational diagnosis;

readiness, vocabulary, and comprehension remediation; evaluation techniques; and parental, volunteer, and professional roles and responsibilities.

Children's Books

891. Boldovici, John A.; and others. An Evaluation of the Pittsburgh Reading is FUNdamental Program. Pittsburgh: American Institutes for Research in the Behavioral Sciences, 1971, 71p. [ED 062 093]

A study of one of the model "Reading is FUNdamental" (RIF) programs was made to determine the success of the program, and to formulate suggestions for changes. RIF is a program in which free or inexpensive books are made available in a community through schools, libraries, and other local organizations, in order to encourage reading for enjoyment. For this study, questionnaires given to students, parents, teachers, principals, librarians, and student aides, were evaluated. It was found that the overall reaction to the program was favorable. Children found the books were fun to read, and they enjoyed sharing them with their families and friends; teachers and librarians felt the program had helped motivate children to read, and resulted in positive effects which could be seen in the classroom and the library; parents found their children reading and enjoying books; principals felt the program should be continued; and student aides felt that their home visitations and individual work with children were valuable to the children and to themselves. Suggestions for changing the program, a survey of books distributed by subject and reading level, sample questionnaires, tables, and references are included.

892. Brook, Weston L., comp.; and others. Culturally Oriented Reading Materials for an Elementary and Secondary Education Act Title III Project. Tempe: Arizona State University, Bureau of Educational Research and Services; Bureau of Indian Affairs (Department of Interior), Sacaton, Ariz. Pima Indian Agency, 1969, 180p. [ED 061 001]

The Title III (Elementary and Secondary Education Act) project that formed the basis for preparation of this set of reading materials had as its objectives: (1) assistance to the Pima Indians in the development of a positive self-image and a sense of pride through better knowledge, understanding, and appreciation of Pima culture, and (2) the establishment of instructional centers for Pima culture. The plan for accomplishing these objectives incorporated four language skills: speaking, listening, writing, and reading. In keeping with this, the 41 reading lessons in this document are built on stories--written by first- through eighth-grade students at the Gila River Indian Community, Arizona--that have been converted into reading lessons by a reading consultant. The lessons include the story, an introduction for classroom use, notes for the teacher, and creative questions to be answered orally. A description of the conversion of the stories into reading lessons by a reading consultant is also provided. Additionally, an evaluation of consultant services and programs is presented, along with recommendations for future consultant services.

893. Brown, Carol Lynch. A Study of Procedures for Determining Fifth Grade Children's Book Choices. Ph.D. Dissertation, The Ohio State University, 1971, 135p. [ED 065 851. Document not available from EDRS. Available from University Microfilms (Order No. 72-15, 178)]

The investigation studied two procedures of data collection used to determine children's reading interests. These procedures were compared to see if children responded the same to annotated titles as to actual books. Following an interest inventory, 233 fifth-grade children were divided into three groups, and were asked whether they would select a particular book. The three methods employed were: (1) Group AT listened to annotated titles of thirty actual books, (2) Group HB examined the actual books, and (3) Group PB examined the actual books, but fifteen of the books were in paperback form. Major findings revealed that boys reacted significantly more affirmatively to the category of science and health in actual books, and a highly significant interaction was found indicating that girls were positive towards realistic fiction, and very negative towards science and health than to other categories. The findings further revealed that there were no significant differences in children's choices of books which could be attributed to binding.

894. Callaway, Sydney M.; and others. Grandfather Stories of the Navahos. Chinle, Ariz.: Rough Rock Demonstration School, 1968, 42p. [ED 037 289. Also available from Navaho Curriculum Center, Rough Rock Demonstration School, Rough Rock Rural Branch, Chinle Post Office, Arizona 86503 ($2.25)]

Intended primarily as a supplementary reading book for upper elementary-level Navaho children, this book is one of a series being developed by the Navaho Curriculum Center in Rough Rock, Arizona. The book contains English translations of eleven narratives dealing with Navaho history and culture. After an initial discussion entitled, "A Talk with Navaho Students," the stories are divided into three categories: mythological narratives, historical accounts, and descriptions of things meaningful in Navaho life. A related document is ED 037 288.

895. Catterson, Jane H., ed. Children and Literature. Newark, Del.: International Reading Association, 1970, 111p. [ED 076 967. Available from the International Reading Association (Order No. 434, $5.00 nonmember, $3.00 member)]

This volume contains papers that should help both elementary and high school teachers bring literature into the school curriculum and provide literary experiences which should carry over into the future. The introductory group of papers is entitled "The Point of View." The first paper uses the classroom as its center of focus. The second enlarges the frame of reference to the United States and addresses the funding situation for educational materials. The last paper focuses on making world understanding a frame of reference for literature education. In the second section of the book a number of papers are grouped under the general heading "Choosing the Books." This section discusses the oral tradition, Newbery Award books, children's literature, sex-typed material, and adolescents and reading. The last section, "Using the Books," includes four papers directed at helping teachers to understand what general considerations should enter into their planning for the use of literature with children and what specific techniques may be employed to make book reading the kind of activity society would endorse.

896. Cianciolo, Patricia Jean. Using Children's Literature in the Reading Program. Paper presented at the Annual Meeting of the International Reading Association, Denver, May 1-4, 1973, 18p. [ED 074 474]

This paper argues that the best way to teach reading to children is through literature that reflects children's own language and what they consider relevant. Only those materials written in a language very similar to that which the child hears and uses himself, the author argues, will serve as the best teaching devices. Since the language of literature, more than any other written language, contains the same patterns and behaves much the same as oral language, the teacher should begin reading instruction with stories based on actual experiences children have had and should encourage children to create stories from their own experiences. The author discusses a number of children's books which reflect children's interests and experiences. The author also argues that an individualized reading program can help to improve reading skills and to facilitate critical thinking ability, and she discusses various stories and poems that may help to accomplish these goals effectively and naturally.

897. Culliton, Thomas E., Jr.; Tolman, Lorraine E. High Interest-Low Vocabulary Reading Materials. 1967 Supplement, Journal of Education. Boston: Boston University, School of Education, 1967, [ED 016 329. Document not available from EDRS. Available from Boston University School of Education, 765 Commonwealth Avenue, Boston, Massachusetts ($1.00)]

Approximately 900 titles published between 1959 and 1966 are graded by vocabulary level (ranging from grade 1 to grade 7 and up) and interest level (ranging from kindergarten to grade 12). Easy vocabulary, high interest level books are included. The following information is presented for each book: title, author, publisher, publication data, pagination, price, series title (if applicable), and short description of content. Also included are five graded lists on particular topics (family, simple physics, the arts, mathematics, and space); a list of books in series; a list of booklists, periodicals, and general indexes; a directory of publishers; and author and title indexes.

898. Dawson, Mildred, ed. Children, Books and Reading. Perspectives in Reading, No. 3. Newark, Del.: International Reading Association, 1964, 156p. [ED 024 533. Document not available from EDRS. Available from International Reading Association ($3.50 nonmember, $3.00 member)]

The need to develop in children a desire to read and an appreciation of worthwhile reading materials is discussed. Each chapter is written by an authority, and covers a different aspect of children's library book reading. Topics discussed include: the courage and valor of characters in books and the importance of these to children; the authors of children's books and qualities they must bring to their work; the need for teachers to know children's books, their students' needs, and the school's library facilities; the process of helping children to choose suitable books; the role of parents in reading; the school's responsibilities, such as providing basic instruction, teacher training, and library and other resource facilities; the roles of the principal, superintendent, and reading consultant; the development of a comprehensive literature program; and the use of research in children's literature. A bibliography is included.

899. Gott, Margaret E.; Wailes, James R., comps. High Interest Low Vocabulary Science Books, Reading Level Grades 1-4 (Prepared for the Remedial Reading Teacher). Boulder: Colorado University, School of Education, 1970, 60p. [ED 044 300. HC not available from EDRS. Available from Bureau of Educational Research, School of Education, University of Colorado, Boulder, Colo. 80302 ($1.00)]

This booklist is intended for elementary school science students with high interest and low vocabulary skills. The Spache Readability Scale, Dale-Chall Formula, sentence structure, paragraph flow, illustration, and diagram analysis or publishers stated grade level were used to determine grade level designations. The included interest level varies from about kindergarten through grade nine and reading level from grades one through four on general science topics, including animals, amphibians, astronomy, birds, conservation, earth studies, electricity, fish, health, insects, machines, magnets, ocean life, plants, reptiles, seasons, spiders, space travel, trees, and worms. A list of publishers with addresses is included.

900. Homze, Alma. Interpersonal Relations in Children's Literature, 1920-1960. Elementary English 43 (1966), 6p. [ED 011 487]

The behavioral patterns, backgrounds, and themes of children's realistic trade books were identified. Nine categories of interpersonal behavior were developed and defined in this investigation of changes in content of children's books published within a period of forty years, from 1920-60. From 780 samples reviewed by the examiner, three judges selected 78 books portraying characters exhibiting believable behavior. The book analysis was based upon samples of the verbal reaction between two or more characters within each of ten sections for each book. Totals for each item were computed for each year, and the average percentages for the 1920-40 and 1945-60 periods were calculated. The reliability of the system of analysis was examined by two judges. Changing relationships between the child-adult, the child-child behavioral patterns, urban-rural background, and in the relation of the individual to the family to the peer group, and to society were noted in the research.

901. Huus, Helen, comp. Evaluating Books for Children and Young People. Perspectives in Reading No. 10. Newark, Del.: International Reading Association, 1968, 142p. [ED 084 491. Available from the International Reading Association (Order No. 110, $3.50 nonmember, $3.00 member)]

This volume is intended to help teachers recognize the criteria for evaluating books and to assist the learners in their classrooms in developing skills. The book is divided into three sections. The first presents an overview of literary criticism with chapters entitled "Critic, Fact, Fiction" and "The Writer and His Craft." The second section examines criticism of juvenile literature and includes chapters entitled "Developmental, Interest, and Reading Levels," "From Analysis to Reaction," "Translations of Traditional and Modern Material," and "Literary Criticism Abroad." The final section examines criticism of books for young people with chapters on "Analysis of Teenage Books," "Selection of Adult Books for School-Age Readers," "Relevancy of Content to Today's Students," and "Media for Disseminating Critiques." The book concludes with a selective list of aids for choosing books for children and young people, a bibliography of books for children, and a bibliography of books for young people.

902. Neumeyer, Peter F. A Structural Approach to the Study of Literature for Children. 1966, 14p. [ED 011 328]

A scheme for categorizing the structure of children's stories is outlined by the author. The scheme, partly derived from the work of Vladimir Propp, is designed to provide testable statements about the books and stories children prefer. The author suggests that there are common denominators within stories, sequences of action or reaction, that, no matter how much the superstructure may vary, always remain the same. It has been found that these "functions" follow an identical set sequence, though in any given tale some functions may be excluded. By assigning symbols to these functions, one can obtain an objective counterpart of one dimension of a story. It is then possible to vary one of the functions while holding the others constant. Such structural analysis might also show similarities among tales not usually categorized together. For example, "Peter Rabbit" (1) receives instructions not to do something, (2) violates the instructions, and (3) is rescued from the consequences of the violation. Other stories following this structural sequence are "Babes in the Woods," "Little Red Riding Hood," and "Hansel and

Gretel." It may well be that certain structural sequences appeal to children at certain ages, rather than the broad generalizations of animal or adventure. While functions are only one (relatively controllable) ingredient of stories, an understanding of the functions may assist in analyzing the interaction between stories and children.

903. Peterson, Gordon Charles. *A Study of Library Books Selected by Second Grade Boys and Girls in the Iowa City Schools*. Ph.D. Dissertation, the University of Iowa, 1971, 200p. [ED 067 636. Document not available from EDRS. Available from University Microfilms (Order No. 72-8307)]

Data taken from library circulation records and from personal interviews with 374 second grade boys and 371 second grade girls were analyzed regarding: (1) Which titles were most frequently selected? (2) Which subjects were most frequently selected? (3) What was the quality of the books selected? (4) How many of the books selected were completely read, partially read, or not read at all? (5) Why were books selected and why were they liked or disliked? and (6) What techniques used by the authors and illustrators were most popular? Some of the conclusions were: (1) stories were most frequently selected by boys and girls; (2) the three specific subjects most frequently selected by boys and girls were fantasy stories about animals, fanciful humorous stories, and modern fantasy stories about people; (3) the quality of books was acceptable but not very high; (4) girls read larger portions of the returned books than boys; (5) both boys and girls reported that they selected books because of the subject and the illustrations; and (6) the literary and artistic techniques found in the books most frequently selected were very similar.

904. [*Reading Is FUNdamental: Pamphlets and Newsletters*]. Washington, D.C.: Smithsonian Institution, 1972, 29p. [ED 063 076]

These pamphlets and newsletters are products of the Reading Is FUNdamental (RIF) program, which provides free and inexpensive books to children through a variety of community organizations throughout the country. The newsletter appears monthly and contains reports on specific programs, studies related to the RIF program, trends in the national program, RIF involvement with other reading programs, and book reviews. It is designed as a communication link between programs and provides publicity for RIF programs in communities.

905. Ross, Ramon. *Folk Tales for Young Children*. Paper presented at the International Reading Association Conference, Boston, April 24-27, 1968, 10p. [ED 022 620]

Most criticisms directed at basal reader stories concern the unreal characters which tend to depict only middle-class families and use unreal language patterns. However, such criticism does not get to the core of the problem. A comparison of stories from basal readers with some famous folk tales illustrates how the here-and-now stories from basal readers fail to stimulate children's imaginations. The folk tale is unique in eliciting fanciful interpretation from children and adults, because it is read at the level appropriate for the reader or listener. It permits self-discovery by allowing the reader or listener to look inside himself and allows the child to raise questions about himself and his own future. In contrast, the here-and-now stories from basal readers leave no room for the imagination. They lack life and passion and are too concerned about other children.

906. Shaw, Jean Duncan. An Historical Survey of Themes Recurrent in Selected Children's Books Published in America Since 1850. Ed.D. Dissertation, Temple University, [ED 033 110. Document not available from EDRS. Available from University Microfilms (Order No. 67-11, 437)]

A study was undertaken to learn if the values of American culture from 1850-1964 were reflected in children's books of that period. Themes in the books were categorized, and the books were related to the historical, political, and social events of their year of publication. Only children's literature, fiction, and "trade" books published in America were surveyed, but some favorite stories, originally produced in other countries and republished in the United States, were included. A comparison of the six theme categories with the specific times in American history when they enjoyed greatest popularity indicated that a relationship existed between social, cultural, and economic influences and the story themes: (1) the "Search for Values," (2) "Problems of Growing Up," (3) "Travel and People of Foreign Lands," (4) "Success and Adventure Stories," (5) "Fun and Fairy Tales," and (6) the "Urge to Know."

907. RIF's [Reading is FUNdamental] Guide to Book Selection, 1973. Washington, D.C.: Smithsonian Institution, 1973, 95p. [ED 074 455]

This book guide is an annotated list of available paperback titles for elementary school children for use by "Reading is FUNdamental" program directors. Some high-interest, low-vocabulary titles suitable for older children as well as special booklists for black, American Indian, and Spanish-speaking children are also included. All books have been given a grade designation for both readability and interest level, but only for general guidance purposes. A complete list of the publishers cited and their addresses is provided.

908. Smollar, Eleanor, ed. Reading Is FUNdamental's Guide to Book Selection, with Supplement 1. Washington, D.C.: Smithsonian Institution, 1970, 106p. [ED 045 248. Also available from Reading Is FUNdamental, Room 2407, Arts and Industries Building, Smithsonian Institution, Washington, D.C. 20560]

The booklists presented in this guide are primarily intended to assist Reading Is FUNdamental projects and other similar programs in purchasing paperback and inexpensive hard-bound books at the elementary level. Approximately 600 titles with prices and brief descriptions are listed in a general booklist. Separate booklists composed of elementary-level reading materials and teenage- and adult-level reading materials are presented for each of three ethnic groups: black, American Indian, and Spanish-speaking. A supplement which presents additional elementary-level reading materials in both a general section and by ethnic group is included with this guide. Future supplements are planned.

909. Spache, George D. Good Reading for Poor Readers. Revised Edition. Champaign, Ill.: Garrard Publishing Company, 1968, 242p. [ED 037 326. Document not available from EDRS. Available from Garrard Publishing Company]

This book helps to alleviate the problem of finding specific books for each child by taking into consideration the child's reading abilities, interests, and personal problems. The many factors which influence children's reactions to books are spelled out, as well as the effect of physical makeup and format upon children's choices. The nature of the psychological process of the interaction of a child and a story is clarified. The values of the approach to estimating difficulty of books by readability formulas are reviewed. Lists of trade books, textbooks, and other materials, compiled from experience with reluctant readers rather than opinion, are included. The Spache Readability Formula and information about its use are appended.

910. Waterman, David C. Teaching Reading Through Children's Literature. Proceedings of the First Annual Reading Conference, Indiana State University, Terre Haute, June 21-22, 1971, 67p. [ED 064 681. Also available from Curriculum Research and Development Center, School of Education, Indiana State University, Terre Haute, Indiana 47809 ($1.00 prepaid)]

Papers presented suggest a variety of views aimed at helping the teacher become more proficient in using children's literature in teaching reading. David C. Davis points out the need for developing programs in which books are selected on their literary quality, not on tastes or personal points of view. William G. McCarthy discusses the contribution of role-playing using children's literature to achieving affective learning, and developing values in children's thinking. Steps toward directed reading sequence--preparation, interpretation, and extension of skills and interests--to increase student comprehension are considered by Virginia Mitchell. August J. Mauer talks about the use of paraprofessionals and the potentially creative opportunities involved in reading instruction. Teachers' use of films and children's literature, according to Jessie J. Dubois, can increase teachers' appreciation of picture books and provide ways to motivate students. Charles Nay examines insights in preschool reading and literature. The various considerations involved in the selection and reading of pictures are discussed by Jean B. Sanders. Claudia Baxter considers the use of literature in diagnosing reading needs and increasing the child's motivation for reading good books. Davis concludes the volume by examining five basic code systems necessary to reading instruction.

911. Webster, Loraine; Schleif, Mabel. The Creation of Stories and Beginning Reading Material for Pre-School Indian Children in South Dakota. Final Report. Vermillion: South Dakota University, 1972, 48p. [ED 062 080]

In order to improve self-concepts, inculcate pride of heritage, and improve use of English by building larger speaking and reading vocabularies in Sioux Indian children, two sets of simple books were developed. The first set of books, the "Read Aloud Stories," contains ten illustrated books intended to be read to preschool and early elementary students who are not proficient readers. Each story, of Sioux origin, conveys a simple concept to the child concerning his Indian heritage. Reading grade levels as determined by the Space Readability Formula are grades 1.9 to 3.4, although the books have been read aloud or used as readers through the sixth grade. Although evaluation of these books has been limited (they have been used in seven schools), reports by teachers using the books have been favorable. The second set of books, the "Rebus Reading Book Series," contains ten illustrated books intended for use as supplementary readers in grades 1.779 through 2.2488 (Spache Formula). In these books, adaptations of Indian folk tales introduce readers to Indian cultural history. Interview-questionnaire technique showed rebuses used to reduce vocabulary load and to allow for anticipation of unknown structure words. No statistical analysis was used due to the limited number of subjects. Included in this three-part report on preparation of these materials are preliminary project information, overviews of the two sets of books in terms of preparation and final product, evaluations of the two series, tables of readability analysis (by book), appendixes showing resource materials and the questionnaire, and bibliographies of materials used in book preparation. ED 062 081 and ED 062 082 contain the book sets.

912. Webster, Loraine; Schleif, Mabel. Read Aloud Stories Series: A Product of a Project to Create Stories and Beginning Reading Materials for Pre-School Indian Children in South Dakota. Vermillion: South Dakota University, 1972, 178p. [ED 062 081]

The "Read Aloud Stories" series in this document consists of ten booklets, each containing an illustrated story of Sioux origin, which is intended to be read to preschool and early elementary nonproficient readers (grades 1.9 to 3.4). Each story is designed to convey a simple concept concerning the child's Indian heritage as well as to improve use of English by building larger speaking and reading vocabularies. A description of each story follows: "Little Kitten Earns a Name" illustrates early Sioux naming practices; "A Different Kind of Calendar" depicts the Sioux lunar calendar; "The

Story of the Peace Pipe" presents a traditional Indian Legend; "Tommy's Vision" shows the importance of spirits and the vision guest among the Sioux; "A Visit to the Zoo" shows the importance of the buffalo to the early culture of the Plains Indians; "An Old Indian Game" depicts a common game of the Sioux and shows the importance of the horse to the plains Indians; "An Indian Artist" portrays the role of men and women in the important Indian arts and crafts; "The Wacipi" shows the importance of traditional Indian dances and how the pow-wow of today provides continuity for the Wacipi; and "Winning the Eagle Feather" portrays the importance of the eagle and the honor conferred upon the individual who earned the right to wear an eagle feather.

913. Webster, Loraine; Schleif, Mabel. Rebus Reading Book Series: A Project of a Project to Create Stories and Beginning Reading Material for Pre-School Indian Children in South Dakota. Vermillion: South Dakota University, 1972, 178p. [ED 062 082]

The "Rebus Reading Book Series" in this document consists of ten booklets, each containing an illustrated story adopted from an Indian folk tale. The booklets, intended for use as supplementary readers in grades 1.7 to 2.2 to Indian cultural history as well as to improve use of English by building larger speaking and reading vocabularies. A description of each story follows: "Why the Robin has a Red Breast" depicts how the robin singed his breast to help an Indian boy; "Flying Jack Rabbit Gets His Name" shows how a little boy gets his name by saving the jack rabbit from the eagle; "Why the Bear Has a Short Tail" tells how the fox tricks the bear into ice fishing with his tail; "A Brave Scout" depicts how a buffalo hunt becomes a sad event for Red Leaf when wolves come to eat the buffalo; "The Magic Basket" reveals how the cedar tree helps the village women by giving a magic basket that loses its magic when the women become lazy; "The Kind Bean-Mouse" tells how the bean-mouse helps a hungry family that is punished when the selfish mother steals from the mouse; "How the Indians Got Fire" depicts how the wolf and other animal friends help the Indians get fire from two old women; "Fish for All" tells how the wolf tricks two old women so he can open the dam and let out the fish; "Why the Bees Can Sting" reveals how the Great Spirit gave stingers to bees so they could drive away the bear who stole their honey; and "Dark Cloud" tells why some animals hibernate all winter.

Computer Assisted Instruction

914. Atkinson, Richard C.; Suppes, Patrick. An Automated Primary-Grade Reading and Arithmetic Curriculum for Culturally Deprived Children. Final Report. Stanford, Calif.: Stanford University, 1968, 211p. [ED 023 773]

This project's main objective in developing and implementing a computer-assisted instruction laboratory program in mathematics and initial reading was to individualize instruction, so that each child could progress at his own pace through a subset of materials best suited to his aptitudes and abilities. This theory of instruction attempts to optimize the learning situation by manipulating such variables as the content, nature, and sequence of presentation. Minority-group students (approximately 80 percent Negro) received various combinations of the instruction from 1966 to 1968. During 1965-66, members of the project staff prepared parents and teachers for the technological innovation. The problems in putting the system into operation and the methods by which the students were introduced to the laboratory and its materials are described. It is felt that although much data remain to be analyzed, the findings of this project can serve as a basis of a theory of individualized instruction which would span the diversity and skills found in learning elementary school subjects.

915. Doublier, Rene M. Interactive Relationships with Computers in Teaching Reading. Paper presented at the Annual Meeting of the International Reading Association, New Orleans, May 1-4, 1974, 11p. [ED 090 498]

This study summarizes recent achievements in the expanding development of man/machine communications and reviews current technological hurdles associated with the development of artificial intelligence systems which can generate and recognize human speech patterns. With the development of such systems, one potential application would be the establishment of machine-assisted reading centers, permitting significantly increased individualized reading instruction similar to the techniques employed in modern language laboratories to supplement classroom instruction. The Computer Assisted Reading Educational System (CARES) is proposed as a model for a reading laboratory and described in terms of flow diagrams, system response parameters, input/output displays and devices, estimates of required machine size, system cost, and time development.

916. Felsenthal, Norman A.; Felsenthal, Helen. Utilizing the Computer to Assess the Readability of Language Samples. Paper presented at the Meeting of the American Educational Research Association, Chicago, April 1972, 11p. [ED 061 021]

A computer program called TEXAN (Textual Analysis of Language Samples) was developed for use in calculating frequency of characters, words, punctuation units, and stylistic variables. Its usefulness in determining readability levels was examined in an analysis of language samples from twenty elementary tradebooks used as supplementary reading materials. Three 200- to 300-word samples were selected to represent the beginning, middle, and end of each book. The TEXAN program was used to analyze the sixty samples according to four readability formulas: Gunning's "Fog" Index, Spache's Grade Level Indicator, Flesch's Reading Ease Index, and Flesch's Human Interest Index. Chi-square analysis and analysis of variance indicated that the samples were internally consistent. Relatively high correlations were found between the Gunning and Spache formulas, moderately low correlations were found between the two Flesch formulas and the Gunning and Spache formulas. It was concluded that the TEXAN program can be useful in analyzing readability, particularly when more than one formula is to be applied to a sample. Tables are included.

917. Jamison, Dean; and others. Cost and Performance of Computer-Assisted Instruction for Education of Disadvantaged Children. Stanford, Calif.: Stanford University, Graduate School of Business and, Institute for Mathematical Studies in Social Science, 1971, 59p. [ED 054 978]

This paper is divided into three sections. The first section describes three programs in computer-assisted instruction (CAI) that have been developed by the Institute for Mathematical Studies in the Social Sciences at Stanford University, and have performed well with underachieving children. These programs are in elementary arithmetic, initial reading, and computer programing for high school students. The second section, the major part of this paper, reports a detailed evaluation of these programs. Two criteria for successful performance are examined: simple achievement gain and reduction of achievement inequality. The final section deals with the problem of making CAI available in rural as well as urban areas, and attempts a realistic assessment of the total costs. An estimate is also made of the increase in student to teacher ratio required to provide CAI without an increase in expenditure per student.

918. Leton, Donald A. Computer Simulation of Reading. Paper presented at the American Educational Research Association Annual Convention, Chicago, April 3-7, 1972, 9p. [ED 064 897]

In recent years, coding and decoding have been claimed to be the processes for converting one language form to another. But there has been little effort to locate these processes in the human learner, or to identify the nature of the internal codes. Computer simulation of reading is useful because the similarities in the human reception and perception of orthography and computer input allow such study. Computer simulation enables a more detailed study of the acquisition of reading skills than is possible in laboratory or classroom studies. In previous research a computer program was written to convert the word orthographies appearing in beginning readers to the segmental phonemes which define their oral representation. The computer program "Simuread" has now been extended to a third grade level of reading proficiency. The segmental phonemes are simulated by numerals, which are designated as phoneme equivalents. Program output illustrating the word processing is included here.

919. McMullen, David W. Computer-Assisted Vocabulary Acquisition: A Terminological Approach. Stony Brook: State University of New York, 1973, 41p. [ED 082 135]

A terminological approach, constructed around key words in textual material, emphasizes vocabulary in the context of organized frames of reference. This research was directed toward stating a terminological approach in operational terms in order to develop and test procedures for acquiring vocabulary by computer. Three phases are described: (1) the construction of a computer program for comparing two acquisition models, (2) the development of a data base (course content) through the use of the above procedures, and (3) the evaluation of the approach and acquisition models in an experimental study. A blocked-presentation model was compared with spaced presentation, the former supported by concept formation studies and the latter by studies in school learning. Results favoring spaced presentation are discussed in terms of information encoding, and performance gains are described along with suggestions for improving effectiveness.

920. Rakes, Tom; Giannangelo, Duane M. A Survey to Determine the Priority of Reading Skills as Perceived by Teachers for Use in a Computor-Based Program of Prescriptive Reading Activities. Abbreviated Final Report. Paper presented at the Annual Meeting of the College Reading Association, Silver Springs, Md., Nov. 1-3, 1973, 21p. [ED 085 661]

This survey attempts to: (1) identify specific reading skills which serve to impede pupil progress in reading, (2) provide teacher input as to which reading skills they feel are most often responsible for poor reading performance, (3) provide a localized sequence of reading skills upon which they feel corrective activities may be based, and (4) provide local data from which actual development and implementation of computer managed prescriptive activities for the Memphis City Schools may be developed. Implementation of the survey included the participation of 1,772 elementary classroom teachers equally representing each of four administrative areas of the Memphis City Schools. Two forms of an opinionnaire were administered to determine the reading skills most frequently observed as those which children have difficulty learning. A descriptive analysis of the data included those skills observed by the greatest percentage of respondents. The five major reading skill areas considered by primary teachers were word recognition, word analysis, comprehension, oral reading, and study skills. The five major reading skill areas considered by teachers in grades four through six were word recognition, word analysis, comprehension, oral reading, and study skills.

921. Sanderson, Barbara A.; Kratochvil, Daniel W. The Edison Responsive Environment Learning System, or the Talking Typewriter Developed by Thomas A. Edison Laboratory, A Subsidiary of McGraw Edison Company. Palo Alto, Calif.: American Institutes for Research in the Behavioral Sciences, 1972, 34p. [ED 059 606]

The "Talking Typewriter" is a computerized electric typewriter with visual and audio capabilities. It was designed to create an environment where learning to read would be a successful, enjoyable experience for the student by allowing him to explore, to discover relationships, to progress at his own speed, and to receive feedback. This report describes the "Talking Typewriter" and discusses its characteristics; the rationale behind its development; the hardware, software, lessons, and other materials to be used with it; and procedures for its use. Key personnel, sources and evolutions of ideas, and funding for the project are briefly discussed in a section on origins, and the procedures used in developing the hardware and software of the "Talking Typewriter" are described. Information about formative and summative evaluations is provided, and the extent of diffusion and adoption of this innovation is also described. Speculations about the future of the product are offered, and a list of the crucial decisions made during the development of the product concludes the report.

922. Smith, Nila Banton. Tomorrow's Reading Instruction--Paradox and Promise. 1967, 36p. [ED 011 829]

The paradoxes and promises of tomorrow's reading instruction are projected and analyzed. Current and future developments in the areas of transportation, communication, chemistry, psychology, and medicine are discussed in light of the impact these innovations will make on society. The changes in education in general, and in the teaching of reading in particular, which might result from these new developments are discussed as they might affect school architecture, instructional organization, new methods and materials, and teaching reading to different age groups. Last, the impact of the trend toward nationalized, factualized, computerized instruction is explored in a discussion of the pros and cons of national testing, the effects of the technological revolution on reading instruction, the influence of big business on education, and the role of the reading teacher in a machine-oriented society. References are given.

923. Suppes, Patrick. Computer-Assisted Instruction at Stanford. Psychology and Education Series. Stanford, Calif.: Stanford University, Institute for Mathematical Studies in Social Science, 1971, 46p. [ED 050 599]

Programs for computer-assisted instruction (CAI) which were developed at Stanford University from 1963-70 are described, and prospects for CAI in the 1970's are considered briefly. The programs include ones in arithmetic, logic, and reading for elementary grades and in basic Russian and remedial algebra for college students. Of these, the logic course is most fully described here. Advances in CAI in the coming decade will depend on research on the dialogue and interaction between computer and student, as well as on building an adequate psychological model of the student. By 1980, about fifteen percent of students in the United States on all grade levels will be in daily contact with a computer for some aspect of their instruction, especially in elementary reading and mathematics. Starting in the 1970's and expanding thereafter, computer terminals in homes will provide education for adults in basic skills, vocational training, and advanced courses.

Language Arts

924. Cohen, Dorothy H. Language Arts Materials in Early Childhood. Address at Combined Meeting of N.Y.C. Early Childhood Council and the Metropolitan Association for Childhood Education, Teachers College, Columbia University, April 6, 1968, 16p. [ED 039 951]

While the increased availability of specific materials designed for language arts curriculums offers teachers convenience, it is important to continue to evaluate materials according to their usefulness as tools to aid the teaching-learning process. Language arts materials can be classified according to function: (1) those that encourage imitating the English language, (2) those that associate symbols with meaning, (3) those that aid in the recognition of symbols and symbol systems, (4) those that support the use of symbols for communication, (5) those that aid the development of physiological function, (6) those designed strictly for reading, and (7) those that can be called literature. New rationales should be used in the selection of children's literature, rationales that would weigh heavily the possibility for children to enjoy and identify with the story. Approaches to language arts curriculum and materials must consider the way all children learn language, and the pattern of anticipatory behavior and the relation of antecedent practice to later goals. The younger the child, the more language must play a supportive role to sensory learning.

925. Criteria for Teaching Materials in Reading and Literature. Urbana, Ill.: National Council of Teachers of English, 1970, 4p. [ED 061 222. Also available from National Council of Teachers of English, Attn.: Task Force on Racism and Bias in the Teaching of English (up to 25 copies, free)]

A statement officially adopted by the Board of Directors of NCTE is presented. The position is taken that the amount and effects of racism and bias in English and Language Arts educational materials cannot be ignored. Specifically, educational materials now suffer from the following crucial deficiencies: (1) inadequate representation of literary works by members of non-white minorities in general anthologies, (2) representation of minority groups which is demeaning, insensitive, or unflattering to the culture, (3) inclusion of only popular and proven works by a limited number of "acceptable" writers, (4) biased commentaries which gloss over or flatly ignore the oppression suffered by non-white minority persons, and (5) other commentaries in anthologies which depict inaccurately the influence of non-white minority persons on literary, cultural, and historical developments in America. It is recommended that: (1) literature anthologies commit themselves to fair and balanced inclusion of the work of non-white minority group members; (2) illustrations and photographs present as accurate and balanced a picture of non-white minorities and their environments as is possible in the total context of the educational materials; (3) dialect be appropriate to the setting and characters; and (4) literary criticism draw as heavily as possible from the critical writers of non-white minorities.

926. Durkin, Dolores. Phonics, Linguistics, and Reading. New York: Teachers College Press, Columbia University, 1972, 100p. [ED 068 894. Document not available from EDRS. Available from Teachers College Press ($2.75 paper)]

This volume, a revision of "Phonics and the Teaching of Reading," is designed to offer practical help to teachers, especially in the area of phonics. Attention is given to the influence that linguistics has had on reading over the last decade and to those features of linguistics that have affected phonics methodology and instructional materials. Two chapters of the book are devoted to new instructional procedures and practices in phonics, with specific suggestions for instruction.

927. Glaus, Marlene. From Thoughts to Words. Urbana, Ill.: National Council of Teachers of English, 1965, 142p. [ED 030 666. HC not available from EDRS. Available from National Council of Teachers of English (Stock No. 30406, HC $2.95 nonmember, $2.65 member)]

The activities presented in this book, designed to help children translate their thoughts into spoken and written words, can supplement an elementary teacher's own language arts lessons. Objectives for each activity are listed, with the general focus of the many oral activities being to develop a rich verbal background for future written work. The book is organized into three parts: "Self-Expression," "Word Fun," and "Meet the Authors." The first part includes sixteen activities involving listening, talking, and writing skills to help children interpret their feelings about life and the changes in the world around them; references are made to well-known children's books and poems. The fourteen activities in part two emphasize the importance of language in conversation, encourage students to increase their vocabularies, and help them to develop an awareness of unusual and descriptive words. Part three (eleven lessons) introduces children to some well-known authors through discussing the origins of stories, various versions of the same story, and anecdotes about authors. Authors discussed are Felix Salten, Dr. Seuss, Hans Christian Andersen, Edward Lear, the Brothers Grimm, M. Sasek, Margaret Wise Brown, Beatrix Potter, Joan Walsh Auglund, and Doris Van Liew Foster.

928. Goldstein, Miriam B. The Teaching of Language in Our Schools: A Macmillan Guidebook for Parents. New York: The Macmillan Company for the National Council of Teachers of English, Urbana, Illinois 1966, 192p. [ED 024 689. Document not available from EDRS. Available from National Council of Teachers of English (Stock No. 27802, $1.95 nonmember, $1.65 member)]

This book describes for parents the effects that recent developments in language study have had on the English curriculum. The discussion covers: (1) literacy (language development in small children, spelling, reading, writing, and bilingualism); (2) grammar (structural linguistics, transformational grammar, and the new textbooks); (3) usage (dictionaries, lexicography, linguistic geography, and the history of language); and (4) courses of study in English, including examples from selected schools.

929. Lambert, Dorothy. Paperback Grammar for Handbook Haters. The Teachers Guide to Media and Methods 3 (1967), 12-15. [ED 026 355]

Students will respond better to grammar instruction if the traditional heavy handbooks are replaced with lightweight paperbacks, each full of practical suggestions and clear examples. Several inexpensive paperbacks are available for instruction in grammar and usage, spelling, vocabulary, reading comprehension, and writing. Unlike the conventional handbooks, the paperbacks exhibit a lively, direct, conversational style which is appealing to students. Also, many of them provide answers to exercises and thus allow for both individual and small-group instruction. (A bibliography of paperbacks costing under a dollar is appended, and five paperbacks for use at the high school level are singled out for discussion.)

930. Language Arts for Today's Children. NCTE Curriculum Series, Volume Two. Appleton-Century-Crofts, Inc., New York, 1954, 431p. [ED 023 670. Document not available from EDRS. Available from Appleton-Century-Crofts]

This volume on elementary language programs, prepared by the NCTE Commission on the English curriculum, is divided into four related parts. Part One discusses the sources of any effective language program--an understanding of the child's need for language, a knowledge of child development, and an awareness of the continuity essential to growth in language. Part Two treats the main areas of the language program--listening, speaking, reading, and writing--and sets up desirable goals for each. Part Three deals with the functional relationships among these areas and between the areas and classroom experience. Programs in oral and written communication are described for three age groups from kindergarten to junior high. Part Four presents the basic considerations for establishing and evaluating a sound language arts program, and sets forth ideas on the relation of the language program to the general curriculum, and on the cooperation between home and school in promoting language growth.

931. Olsen, H.C. Linguistic Principles and the Selection of Materials. Paper presented at International Reading Association Conference, Boston, April 24-27, 1968, 11p. [ED 022 649]

The use of linguistic principles in selecting reading materials is relatively recent. Several years ago at Wayne State University, over 200 principles were identified as possible criteria for the selection of materials. About fifty of these were linguistic principles, some of which conflicted with the others. Descriptive linguistics seems, at present, to bear the greatest relevancy to the teaching of reading, although this may change as transformational grammar develops. Five examples of descriptive linguistic criteria follow: (1) What provision is made for controlling grapheme-phoneme correspondence? (2) What focus is there in the materials on words per se? (3) Do the reading materials assume a single "correct" English? (4) Do the reading materials contain the common language structures of oral language? (5) Do the reading materials relate punctuation to intonation? For selectors to make wise choices, they must be aware not only of the whole range of principles, but also of the circumstances of given situations.

932. Robinett, Ralph F.; and others. Biff and Jiff. Miami Linguistic Readers, Introductory Unit and Level One-A. Teachers Manual. Boston: D.C. Heath for the Dade County Board of Public Instruction, Miami, Fla., 1965. [ED 014 721. Document not available from EDRS. Available from D.C. Heath, 265 Columbus Ave., Boston, Mass. 02116]

This two-year beginning reading series was prepared by a group of linguists which included Ralph F. Robinett, Pauline M. Rojas, and Paul W. Bell, in cooperation with the Dade County Public Schools. (See related documents ED 001 693, ED 001 694, ED 001 695, and ED 001 696.) This revised experimental edition comprises ten pre-primers, primers, and readers for the first year level, and eleven texts for the second year level. Each of the twenty-two texts is accompanied by a seatwork booklet and a teacher's manual. The series also includes supplementary charts, "Big Books" One and Two, for language practice and special work on reading problems. This material, which was prepared specifically for the Spanish-speaking children in the Dade County public school system, has also been used with other non-English speaking groups of children.

933. Robinson, H. Alan. Teaching Effectiveness and the Language Arts. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, February, 1973, 10p. [ED 075 775]

This paper explores criteria for judging teaching effectiveness in the language arts. The author argues that a number of studies have been concerned with viewing pupil-teacher interaction during instruction, but few have focused on this interaction during the teaching and learning of specific language arts lessons. There is a need for establishing relationships between interaction and pupil success. The author praises a recent study by Frizzi, utilizing and interrelating Mitzel's three classifications for criteria of teaching effectiveness (product--measure of student growth; process--social interaction of pupils and teachers; presage--such predictors as teacher traits and successes on paper and pencil tests, etc.). It is concluded that observation of specific teacher-student interactions during specific types of language arts lessons with some measure of achievement administered may be more useful for viewing teacher effectiveness in the language arts than vague evaluations undertaken in the past.

934. Wall, Lillian. Let's Teach Reading. Wichita State University Foreign Language Summary 4 (1969), 6-10. [ED 065 014]

Two essential concepts are developed in this paper: (1) the first year of language instruction is a period in which the student should gain basic command of the target language verbally and develop reading skills as well, and (2) the "comfort level" in reading should be retained as the student progresses. The latter, the author suggests, assures that the student will not simply decipher the text. Care is urged in the selection of instructional materials.

935. Werner, Nancy E.; Norris, Mildred W. Enriching Reading through Use of Media--Intermediate Grades. 1968, 19p. [ED 020 092]

Some directives for the development and use of audiovisual instruction as a means of building language arts experiences and concepts are presented. The aids which appeal to all senses, particularly sight and sound, are defined in terms of their value and availability. The necessary pupil training routines are discussed in relation to the initiation of an intensive program of audiovisual instruction. Planned experiences in listening, observing, and speaking, with emphases on reading skills, are noted as important factors in developing a language arts program. The experienced classroom teacher is considered the basic ingredient in successful audiovisual instruction and an integral part of the entire curriculum. A bibliography of materials and books is included. This project in Cedar Rapids, Iowa, was supported through Title III ESEA.

Research

936. Biemiller, Andrew. Data Gathering in the First Grade Project, Project Literacy. 1966, 49p. [ED 011 584]

Methods to be used for evaluating a new first-grade curriculum in reading and writing were presented. The curriculum was developed as part of "Project Literacy," a comprehensive research program in areas of education relevant to the acquisition of literacy skills. Interrelated topics of the curriculum included reading (books, magazines, and general written material), basic sentence construction, coding games, audiovisual discrimination, alphabet learning, correspondences, and handwriting. Forms and schedules were designed for use in reporting the observations and assessments that were to be made to gather data relevant to two problems--the relevancy and effectiveness of the various curriculum topics for learning to read, and the effectiveness of the particular procedures and materials employed for teaching the curriculum topics. The "observation" forms were described under three broad categories: those concerned with attention, those concerned with teacher-child interaction and child performance, and those concerned with a general description of the classroom activities. The "assessment" forms were designed for evaluation of classroom worksheets, brief classroom checks on individuals, testing of groups, and testing of individuals.

937. Brierley, Miriam. A Report on Elementary School Curriculum, Reading, Project PRIMES (Progress Research in Meeting Elementary Standard), 1972-73. Columbus, Ohio: Columbus Public Schools, Ohio Department of Evaluation, Research, and Planning, 1973, 15p. [ED 090 507]

One purpose of this project was to develop positive attitudes and knowledge of evaluation philosophy and techniques at the local building level. A set of procedures and instruments was devised through the efforts of the project staff to train participants to plan and carry out activities appropriate for assessing the particular educational needs in their school. Evaluation activities were implemented by a building committee formed in each elementary school in conjunction with project staff. A reading assessment instrument was provided as a basis for the committee to plan the evaluation. The six sections contained in the instrument were designed to aid the collection of information concerning student performance, teacher and administrator strengths and weaknesses, adequacy of instruction materials, and parental influences in the reading program. The results of the first year procedure indicated that the section of the reading instrument concerning teacher strengths and weaknesses was useful to administrations in planning for staff development programs. Also, in schools where comprehensive evaluations based on the suggestions from the student strength and weakness section were planned, a great amount of time and thinking were required to collect data relevant to their question.

938. Brown, Judith; and others. Developing the Mature Reader. Proceedings of the Annual Fall Conference of the Portland, Oregon Council of the International Reading Association, Portland, October 8, 1966, 116p. [ED 011 501]

These proceedings include two addresses by Morton Botel, and twenty-seven discussion sessions centered around the theme, "Developing the Mature Reader." Botel's addresses focus on the definition of a mature reader, the role of the teacher in developing reading maturity, and the necessity of teacher knowledge of linguistics in teaching reading. Discussion sessions are organized for five general areas: (1) preschool and primary--initial teaching alphabet, making reading fun, language-experience approach, table toys in preschool, the new Edmonds reading approach, kindergarten and readiness, economic understandings for children, and perceptual-motor development and readiness; (2) intermediate--creative reading, nongraded language arts program, using the school library, and the disadvantaged child; (3) high school and adult--effective reading, the lay teacher of reading, faster reading, and reading and the War on Poverty; (4) corrective and remedial techniques--development of language skills, psychological tests, Frostig's visual development program, the role of the diagnostician and classroom consultant, draw-a-person techniques, practices and trends in remedial education, and the Gillingham method; and (5) research and field studies--remedial classes in junior high, school readiness, Each One Teach One, and the Job Corps. Reference lists are included.

939. Bruning, Roger H.; Zimmer, John W. The Experimental Development of Reading Strategies in Children. Paper presented at the Annual Meeting of the American Education Research Association, Chicago, April 15-19, 1974, 23p. [ED 090 506]

In an investigation of the "shaping" function of postquestions in prose and of a new methodological approach, fifth-grade children read forty text cards, each consisting of four attributive statements. Each card was followed by an experimental question, which during training tested information related to specific concepts or positions, or randomly tested recall. In subsequent test trials, all questioning was random. Learning curves developed for all four nonrandom groups, and same-type item performance was disrupted for three during random questioning. The single concept group was superior to the random on shared items and showed marked latency increases with the onset of random questioning. Implications of the methodological paradigm and appropriateness of the "shaping" descriptor for such learning were considered.

940. The Effectiveness of Emphasizing Reading Skills through Individualized Social Living Experiences. Little Rock: Central Arkansas Education Center, 1972, 15p. [ED 082 131]

The problem of this study was to provide for the individual differences in a heterogeneous group of students where the reading levels ranged from 2.4 to 8.1 as measured by the Iowa Test of Basic Skills. A group of 26 sixth-graders were the subjects for the project. Some of the behavioral objectives for the sixth grade students in the experimental class for Social Studies included: (1) demonstrate reading comprehension skills at a level of performance expected on the basis of vocabulary development as measured by the Gates-MacGinitie Reading Test, (2) demonstrate a level of achievement for vocabulary skills in reading that is significantly above the previous relative standing as measured by the Gates-MacGinitie Reading Test, and (3) demonstrate a level of achievement for comprehension skills which shows a greater gain between pre- and post-testing than that of a control group as measured by the Gates-MacGinitie Reading Test. The subjects were instructed with multi-media materials for one hour each day and grouped periodically in interest groups, achievement groups, and study skill groups. The results indicated that the students' skills in reading improved, an independence for using equipment and learning aids was developed, and critical reading skills improved.

941. Fay, Leo C.; and others. Doctoral Studies in Reading, 1919 through 1960. Vol. 40, No. 4. Bloomington: School of Education, Indiana University, 1965, 90p. [ED 011 486. Also available from Indiana University Bookstore, Bloomington ($1.25)]

A bibliography of doctoral dissertations from 1919 through 1960 in the area of reading is reported in monograph form. Over 700 studies are classified under 34 subject categories, and a summary statement is included for each category. An author index is provided.

942. Fay, Leo C.; Summers, Edward G. ERIC/CRIER Informational Publications. Cumulative Edition, 1966-67. Bloomington: Indiana University, ERIC Clearinghouse on Reading, 1967, 24p. [ED 012 692]

A cumulative edition, containing two "Information Briefs" and three "Newsletters" of the first year's publications of ERIC/CRIER is presented. The main topics discussed are the organization and goals of ERIC/CRIER, "Research in Education," the clearinghouses which comprise the ERIC information system and the areas of education with which they work, the procedure for obtaining microfiche and hard copy reproductions of documents in the ERIC collection, and the availability of microfiche readers. Of special interest is "Information Brief Number I," which invites readers to aid in the acquisition of significant materials on reading, both published and unpublished. Information on the types of materials desired and directions for submitting them are given.

943. Fleming, James I. Children's Perception of Difficulty in Reading Materials. Paper presented at the American Educational Research Association Conference, New York, February, 1967, 6p. [ED 017 398]

The child's ability to perceive the difficulty of reading materials was assessed. A stratified random sample of 60 fifth-graders in Massachusetts with a mean IQ of 115 served as subjects. Materials were 32 short, graded reading selections in eight interest categories and a comprehension test. Selections were at various levels of readability. Spearman's Coefficient of Rank Correlation and Analysis of Variance were used to analyze the data. There was little consistency in the subjects' choice of easiest and hardest material. Subjects with low comprehension scores received high mean scores on the easy-choice task. Evidence from the correlation analysis indicated that there was a positive relationship between level of comprehension and level of materials chosen.

944. Gibson, Christine M.; Richards, I.A. Development of Experimental Audiovisual Devices and Materials for Beginning Readers. Cambridge, Mass.: Harvard University, 1966, 99p. [ED 003 394]

This study tested the arrangement of an interrelated program of procedures that can mutually generate and nurture the learning process for beginning reading. Close, systematic observations of people of varying ages were made. The materials had been designed, fieldtested, and refined by a language research group at the Harvard Graduate School of Education over a number of years. Of chief importance through the whole study has been a search for the most effective learning steps and the documenting of these for wider application and evaluation. Observations in a number of classroom and laboratory situations in local school systems and with individual "subjects" have been documented and compared. A guide to the use of the materials and devices described in the report is provided, so that beginning readers may help themselves increase their competence as learners.

945. Harmon, Catherine; Harmon, George. Microfilm in the Classroom: The Barrington School Project. National Microfilm Association, Silver Spring, Md., 1971, 56p. [ED 057 264. Also available from National Microfilm Association, Suite 1101, 8728 Colesville Road, Silver Spring, Md. 20910 (no prices quoted)]

The purpose of this project was to determine whether children in a third grade classroom could work together in a learning experience. Microfilm and microfilm readers were used as materials for the dual studying technique. Various microfilm companies copied books in different microforms, including 16mm and 35mm roll film, 16mm in containers, and microfiche. Both negative and positive images were produced. To judge the effectiveness of this approach to individualized instruction, a formal test program was devised. The tests show a dramatic educational gain for the children in the project. Evaluation of the materials indicated that they need to be made more applicable for classroom teaching. Testing methods were found to be insufficient; better ones need to be developed. It is recommended that similar studies be conducted. An appendix presents ITPA and SRA Graphs for two students, as well as tabulations showing their percent gains on twelve tests. Graphs and tables are also given of class scores on visual association, composite ITPA, and total reading tests, as well as gains on SRA composite results.

946. Hayes, Alfred S.; and others. Inventory of Projects and Activities in Reading and English. Washington, D.C.: Center for Applied Linguistics, 1966, 64p. [ED 011 504]

Programs, projects, and activities designed to evaluate and to improve the teaching of reading and English in schools and colleges are described briefly. The descriptions of programs are arranged by state and by level of instruction. The names and affiliations of responsible personnel are indicated clearly. The inventory includes information on the following kinds of activities: (1) action programs to exploit advances in linguistic science and related fields; (2) projects and activities to explore ways of handling the special language problems of speakers of nonstandard varieties of English; (3) school-based comparative experiments; (4) studies of language arts and English curricula with a view to modification or revision; (5) projects to prepare new teaching materials and/or tests; (6) projects to exploit audiovisual aids; and (7) scholarly research directly related to any of the above. Projects included were not completed prior to August, 1965.

947. Hayes, Alfred S.; Orem, Edward. Inventory of Projects and Activities in Reading and English, Number 2. Washington, D.C.: Center for Applied Linguistics, 1967, 72p. [ED 011 503]

A total of 135 projects in the United States and Great Britain are described in this issue. Six types of research and application activities are included: (1) action programs exploiting advances in linguistic science and related fields; (2) projects and activities exploring ways of handling the special language problems of speakers of nonstandard varieties of English; (3) school-based comparative experiments; (4) studies of language arts and English curriculums designed to promote modification or revision; (5) projects to prepare new teaching materials and tests; and (6) projects to exploit audiovisual aids. Project descriptions are organized according to the state or country of initiation and the level of instruction (elementary, secondary, or adult). A topical index, an alphabetical listing of researchers, and a TENL (Teaching English as a Native Language) Directory of information sources in the United States and Great Britain are included.

948. Koenke, Karl. The Roles of Pictures and Readability in Comprehension of the Main Idea of a Paragraph. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, February, 1968, 21p. [ED 073 417]

The purpose of this study was to determine whether statements of the main idea of a paragraph made by elementary school children could be enhanced if a content relevant picture accompanied the paragraph or if simplification of the paragraph was undertaken. One hundred and ninety-two subjects were selected from among the third and sixth grade students attending nine public elementary schools. The subjects were asked to state the main idea of each of three paragraphs either accompanied or not accompanied by content relevant pictures. The various reading conditions were paragraphs alone, paragraphs and pictures with no direction to view the picture, paragraphs and pictures with minimum direction to view the picture, and paragraphs and pictures with maximum direction to view the picture. The three paragraphs developed for each of the three main ideas were four sentences long. The results indicated: (1) the analysis of variance did not reveal significant differences between responses of boys and girls, irrespective of grade or among the reading conditions; (2) the addition of a content relevant picture to a paragraph with or without direction to use it did not enhance either third or sixth graders' main idea statements; and (3) the simplification of the paragraphs did lead to higher scale ratings for both third and sixth graders.

949. Laffey, James L.; and others. Research on Reading from "Research in Education." Supplement 1. ERIC/CRIER Reading Review Series, Bibliography 28. Bloomington: Indiana University, ERIC Clearinghouse on Reading, 317p. [ED 039 391]

Reading-related projects and reports processed by the ERIC Clearinghouse on Reading were selected from "Research in Education" (RIE), January, 1969, through December, 1969, for inclusion in this abstract bibliography. The total list of 391 document references is divided into two parts. Documents in Part One were processed for quick availability and, therefore, appeared in the first few pages of each issue of RIE prior to the regularly numbered documents. These cited documents are available from the ERIC Document Reproduction Service (EDRS). Part Two lists the remaining documents processed for the specified issues of RIE. Many of these documents are available from EDRS. Those which are not available from EDRS are identified within the entry, and in some cases source information is included. Entries are arranged chronologically by RE number, and each entry contains citation data, index terms, price information, order number, and a descriptive abstract. An index by major descriptor terms, an author index, and ordering instructions for microfiche or hard copies from EDRS are also included.

950. Landor, R.A. Discourse: The Primary Language. 1971, 22p. [ED 074 475]

This paper argues that the most appropriate books for elementary education are those that are the best that children can learn to read. The author suggests that many schools have problems teaching students to enjoy reading because the teachers too often attempt to teach from inferior school texts rather than from books that are worthy of study that is, books which are worth re-reading and which inspire reflective thought, within a course of study that should be enjoyable in itself. The author states that too often school textbooks cheapen and sully the students' learning, that only an education based on the great books provides the substance of a real education. Schoolbook culture, it is contended, offers no valid entry into the real world because it too often excludes the study of serious works of literary art. A genuine education would not only expose children at an early age to the great books but it would also treat writing as an art rather than as a set of mechanical skills to be mastered.

951. Martin, Robert Lee. Interestability of Sixth Grade Basic Readers. Ed.D. Dissertation, University of Southern California, 1972, 444p. [ED 065 857. Document not available from EDRS. Available from University Microfilms (Order No. 72-21, 684)]

The major concern of this study was to investigate the reading interests of sixth grade pupils. A questionnaire was developed to determine the reading interests of the children. Comparisons were made between the expressed reading interests of the pupils and the content of five sixth grade basic readers. Some of the conclusions were: the interests of sixth-grade children in sixth-grade basic readers were affected by IQ and race; there was a decrease in interest in the readers with an increase in reading achievement; and there was an increase in interest in the readers with a decrease in socioeconomic status. It was recommended that state boards of education should exercise more flexibility in allowing local school districts to select reading textbooks. Reading interests of the children should be considered when local school districts select reading textbooks.

952. Maxwell, Martha J. Results of the Survey of the Literature on Methods and Materials in Reading. Paper presented at the National Reading Conference, Tampa, Fla., December 1971, 15p. [ED 059 015. HC not available from EDRS. Available from National Reading

Conference, Inc., Marquette University, Milwaukee]

This conference report summarizes the review of research on reading methods and materials done for Project Three of the Targeted Research and Development Program on Reading. Critical evaluation of 948 research studies was made using the Gephart model. Of these, 244 studies were judged acceptable. It was concluded that most teachers combined and adapted many methods and much equipment to their particular needs. The existence of so many methods and materials for teaching beginning reading, based on the assumption that if beginning reading instruction is successful all subsequent instruction will also be successful, led investigators to conclude that a change of focus is needed, and that more studies need to be done on the effectiveness of specific methods with various groups of older students. It was also concluded: (1) that the rush to produce and acquire new materials should be replaced by more careful field tests of new materials before sale and more insistence on effectiveness before purchase; (2) that research on effectiveness of materials and methods should include adequate data on population studied, materials and methods used, and other information which can benefit teachers; and (3) that the present state of research leaves teachers with no evidence around which to design effective instructional methods. References are included.

953. Murray, James R. An Experimental Design for Summative Evaluation of Proprietary Reading Materials. Paper presented at the meeting of the American Educational Research Association, New York, February 4-7, 1971, 57p. [ED 049 008]

A summative evaluation design was developed as a framework for evaluating instructional materials in remedial reading. The paradigm includes the selection of (1) relevant variables for study and (2) the method of study. Two types of reading materials used in Chicago schools were studied--Cracking the Code (CTC) and the Mott Semi-Programmed Series in Language Skills (MLS). Random procedures were used to select the 36 classrooms studied (two classrooms at each of the fifth, sixth, and seventh grade levels from schools in each of six school districts representing high, middle, and low socioeconomic levels). Teachers in these classrooms were randomly assigned to one of the programs for one month and were asked to use the programs as supplements to regular instruction. Pretesting and posttesting results were compared. Among the conclusions were (1) that program effects are multiple, (2) that differences based on socioeconomic levels vary at different grade levels, and (3) that no simple decisions are possible regarding which of the programs is superior. Tables of analysis of variance results and references are included.

954. Portfolio of Information on Reading Available from ERIC/CRIER, ERIC, and IRA. Bloomington: Indiana University, ERIC Clearinghouse on Reading, 1968, 25p. [ED 022 070]

This booklet was designed to provide ease access to reading information generated by the Educational Resources Information Center (ERIC), the Clearinghouse on Retrieval of Information and Evaluation on Reading (ERIC/CRIER), and the International Reading Association (IRA). The purposes, organization, services, and products of ERIC, ERIC/CRIER, and IRA are given. Descriptive literature, price information, availability data, ordering procedures, and order forms for described materials are also included. The names and addresses of the nineteen clearinghouses in the ERIC system are listed.

955. Purves, Alan C.; Beach, Richard. Literature and the Reader: Research in Response to Literature, Reading Interests, and the Teaching of Literature. National Council of Teachers of English, Urbana, Ill., 1972, 215p. [ED 068 973. Also available from National Council of Teachers of English (Stock No. 36918, $3.90 nonmember, $3.50 member)]

A review of research in the three areas of response to literature, reading interests, and the teaching of literature is presented. Each category of study is discussed in a separate chapter, with a bibliography included at the end of the chapter. In evaluating each study, the authors focus on the question with which it deals and its conceptual design, more than on the statistical treatment used. The authors divide their comments and questions into ten areas, and state that all areas point to the complexity of the process of reading literature and the need to show the interworkings of the process. They also conclude that the processes of reading and literary response involve complex relationships among the reader, the literary work, and the situation of reading. Abstracts of some of the most significant studies dealing with the nature of the literary response and related to the teaching of literature are included in an appendix.

956. Simon, Louis. Segmented Print as an Aid to the Identification of Polysyllabic Words. 1972, 25p. [ED 080 969]

This study compared accuracy of word identification in oral reading of materials in which polysyllabic words were spatially divided with performance on undivided materials of comparable difficulty. Retarded readers in junior high schools were tested with two forms of the Gilmore Oral Reading Test. The experimental form presented polysyllables divided into groupings containing positional and marker grapheme clues to pronunciation. The control version was left unsegmented. Subjects performed significantly better with experimental forms than with control versions. However, treatment effect was differentiated according to reading grade level. The 4.0-4.9 reading grade group showed a non-significant difference with segmented print, while those in the 5.0-5.9 and 6.0-6.9 groups registered experimental differences equivalent to six and nine months respectively. These results suggest that segmented print may well serve as an interim treatment for identifiable groups of retarded readers.

957. Stanchfield, Jo M. The Use of Original Instructional Materials as a Stimulus for Improved Reading. Paper presented at the National Reading Conference, St. Petersburg, December 1-3, 1966, 8p. [ED 013 731]

A variety of reading materials and methods were developed to determine their effect on the reading achievement of first graders. Materials developed included reading readiness manuals, primer texts and manuals, and listening tapes. The first-grade pupils in ten Los Angeles schools served as subjects. They were matched with a control group on intelligence, home background, and ethnic origin. A divided-day structure was used to teach reading. The Harsch and Soeberg Survey Test of Primary Reading Development was used as a posttest. The data were analyzed by a three-way analysis of covariance. The main effects were sex, treatment group, and ethnic origin. Girls scored higher than boys. The experimental group scored higher than the control group. Negro and Caucasian students scored higher than the Mexican-American group. The latter was more homogeneous as reflected in the small standard deviation. Further results and tables are included.

958. Summers, Edward G.; and others. Research and Non-Research Sources in Secondary Reading. Paper presented at the Annual Meeting of the International Reading Association, Atlantic City, N.J., April 19-23, 1971, 82p. [ED 052 902]

A total of 42 selected publications, dating from 1948 to 1970, are collated and organized under 15 broad categories in this guide to useful materials related to secondary reading. The materials include texts, books, yearbooks, monographs, bibliographies, and a comprehensive research index. The fifteen categories are (1) the nature of reading development, (2) the need for secondary reading programs, (3) developmental and sequential reading, (4) trends and practices in organization of secondary reading, (5) reading programs--kindergarten through college, (6) educational personnel and reading, (7) parents and reading improvement, (8) reading skills and how to teach them, (9) reading in content areas, (10) reading interests--personal development through reading, (11) materials--mass media--mechanical devices in reading, (12) measurement and evaluation in reading, (13) diagnosis and remediation of reading difficulties, (14) research in reading, and (15) reading reference materials. For each category, subheadings, chapters, and page numbers of relevant materials are listed.

959. Sweigart, Elizabeth Cooling. Reading Comprehension Emphasis in Pupil Materials During the 1930's and the 1960's. M.Ed. Thesis, Rutgers University, The State University of New Jersey, 1972, 109p. [ED 063 602]

Through an analysis of children's reading materials published in the 1930's and 1960's, an attempt was made to show the difference in the amount of responses requiring literal comprehension (i.e., direct or paraphrased answers from the reading materials) and critical comprehension (i.e., use of interpretive and critical reading skills). Examined were materials published by the same companies--five basic readers, seven workbooks, and two sets of "My Weekly Reader." Findings showed that critical response gains in the newer materials varied from 10-60 percent, with the average gain of 32 in critical questions for all the materials. In spite of this increase, the average number of literal questions and responses remained the same in the 1960's as in the 1930's. Also noted was that in all materials except one, the actual number of vocabulary responses increased greatly. This analysis of materials appears to reflect the more recent emphasis on critical comprehension; nevertheless, literal comprehension questions still account for approximately 50 percent of the total number of comprehension questions surveyed. (Appended are a reference list and tables indicating percentages of literal and critical responses.)

960. Tatham, Susan Masland. Reading Comprehension of Materials Written with Select Oral Language Patterns: A Study at Grades 2 and 4. Madison: Research and Development Center for Cognitive Learning, Wisconsin University, 1969, 142p. [ED 036 405]

To determine whether or not students in grades 2 and 4 comprehended materials written with patterns that appear frequently in their speech better than materials written with patterns that appear infrequently, two reading comprehension tests were devised by the investigator. Subjects were all in second and fourth grade classrooms from two similar schools: 163 grade-2 students (81 girls, 82 boys) and 137 grade-4 students (69 girls, 68 boys). Test A used frequently occurring patterns from the oral language of second and fourth graders, and test B used infrequently occurring patterns in the oral language of students from the same grades. Patterns were selected from Strickland's study (1962). Chi square and T-tests were used to analyze the data. Results indicated: (1) significantly more grade-2 and grade-4 students obtained higher scores on test A than on test B. (p .001); (2) grade-4 students performed significantly better than grade-2 students on both tests (p .01); and (3) in general, there were no significant sex differences on either test within or across grades. Tables, charts, and a bibliography are included.

961. Telfer, Hedy R. Using Typewriters as a Tool to Teach Beginning Reading to Primary Children, to Improve Instruction of Primary Teacher Trainees. Stevens Point: Wisconsin State University's Consortium of Research Development, 1969, 31p. [ED 053 903]

The use of electric typewriters for beginning reading instruction was investigated. Thirty-six freshmen and sophomore education majors worked for ten weeks with nine pairs of one-level (first-grade) children from the Wisconsin University Laboratory School on SRA materials, Dolch phrases, and creative writing. Half used typewriters and the rest, pencils in front of a television camera. Pretests and posttests were given, including the Gates-MacGinitie Primary Reading Test A, Dolch 220-Word Basic Reading List, and the

SRA Reading Series tests. Posttests included the number of words written; Stanford Achievement Test, Form X, Primary Battery; and Hildreth Letter per Minute Test. The typing group showed more growth in the Gates-MacGinitie and the Dolch tests, but there were no significant differences in reading ability of the two groups at the end of the ten weeks. It was concluded that (1) the use of the typewriters did not increase experience and speed or reduce learning and (2) the children enjoyed the machines and the attention of a college student. It was recommended that future studies might investigate whether a difference does exist if all the students are boys or have perceptual motor or handwriting difficulties. Tables and a bibliography are included.

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  063 595 (868)
  063 596 (869)
  064 281 (768)
  064 681 (910)
  065 014 (934)
  065 846 (773)
  065 850 (866)
  066 728 (813)
  068 894 (926)
  072 044 (758)
  076 967 (895)
  078 390 (842)
  082 149 (802)
  090 498 (915)
  090 530 (790)
  091 663 (851)

Reading Interests
  011 328 (902)
  022 620 (905)
  023 675 (872)
  025 392 (825)
  028 188 (885)
  033 110 (906)
  037 326 (909)
  062 094 (778)
  065 851 (893)
  065 857 (951)
  067 636 (903)
  068 973 (955)
  070 049 (886)
  074 455 (907)
  076 967 (895)

5-14

Reading Level
049 024 (794)

Reading Materials
003 394 (944)
011 494 (806)
011 724 (878)
012 231 (883)
013 731 (957)
017 426 (808)
017 506 (821)
019 528 (803)
020 445 (804)
021 211 (881)
023 675 (872)
027 371 (828)
028 188 (885)
032 452 (793)
037 326 (909)
044 836 (882)
045 248 (908)
049 008 (953)
049 024 (794)
051 980 (847)
052 891 (854)
052 892 (887)
052 902 (958)
053 897 (779)
059 015 (952)
061 001 (892)
061 021 (916)
062 080 (911)
062 081 (912)
062 082 (913)
063 100 (860)
063 602 (959)
070 049 (886)
070 071 (867)
072 404 (890)
073 417 (948)
073 446 (797)
076 967 (895)
078 378 (819)

Reading Material Selection
017 398 (943)
017 400 (723)
017 398 (943)
022 649 (931)
029 750 (889)
029 870 (812)
033 821 (857)
037 326 (909)
049 024 (794)
064 264 (820)
074 455 (907)
084 491 (901)

Reading Programs
003 185 (858)
011 495 (739)
011 496 (740)
011 501 (938)
012 216 (731)
020 856 (753)
020 969 (877)
023 773 (914)
039 097 (834)
047 930 (815)
048 141 (722)
048 142 (776)
049 019 (838)
052 891 (854)
052 892 (887)
053 897 (779)
056 844 (837)
062 093 (891)
062 094 (778)
063 076 (904)
063 100 (860)
066 441 (735)
073 445 (796)
073 446 (797)
078 390 (842)
079 711 (775)
090 498 (915)
090 507 (937)
090 663 (851)

Reading Processes
090 506 (939)
065 850 (866)

Reading Readiness
049 019 (838)
065 500 (777)
074 475 (950)

Reading Research
003 394 (944)
011 486 (941)
011 503 (947)
011 504 (946)
012 692 (942)
012 693 (826)
013 731 (957)
017 398 (943)
027 153 (870)
032 451 (799)
032 453 (816)
033 265 (810)
036 405 (960)
036 669 (829)
039 391 (949)
053 903 (961)
058 017 (849)
059 015 (952)
064 897 (918)
065 857 (951)
067 636 (903)
068 973 (955)
073 417 (948)
078 390 (842)
013 731 (956)
082 131 (940)
085 661 (920)
090 506 (939)

Reading Skills
001 745 (786)
002 389 (848)
002 591 (787)
016 573 (767)
022 640 (781)
027 156 (830)
039 097 (834)
049 024 (794)
063 590 (759)
065 846 (773)
068 894 (926)
070 071 (867)
072 044 (758)
078 378 (819)
078 390 (842)
079 711 (775)
079 716 (874)
082 131 (940)
082 149 (802)
085 661 (920)
090 530 (790)

Records (Forms)
032 703 (795)

Reference Books
027 371 (828)

Remedial Instruction
003 150 (859)

Remedial Reading
001 745 (786)
011 496 (740)
011 501 (938)
012 216 (731)
015 109 (839)
017 400 (723)
044 300 (899)
051 174 (733)
072 404 (890)
078 378 (819)

Remedial Reading Programs
016 595 (764)

5-15

Research
054 978 (917)

Research Methodolgy
049 008 (953)

Research Projects
011 503 (947)
032 453 (816)
039 391 (949)
050 599 (923)

Research Reviews
(Publications)
036 669 (829)
059 015 (952)

Resource Guides
019 528 (803)
049 024 (794)
052 580 (805)
052 902 (958)

Resource Materials
011 495 (739)
011 496 (740)
015 091 (814)
046 849 (762)

Retarded Readers
044 300 (899)
013 731 (956)

Scholarly Journals
031 608 (827)

School District Spending
056 844 (837)

School Publications
003 754 (873)

School Surveys
085 661 (920)

Schools
003 754 (873)

Sciences
039 150 (861)

Science Equipment
048 728 (823)

Science Materials
048 728 (833)

Scoring Formulas
061 021 (916)

Secondary Education
018 410 (770)
021 856 (738)
029 873 (831)
036 669 (829)
044 419 (780)
050 049 (734)
051 158 (761)
052 902 (958)
054 091 (789)
054 092 (788)

Secondary Grades
021 690 (752)
022 640 (781)
051 172 (754)
051 173 (755)
051 174 (733)
051 191 (729)
051 195 (766)
056 834 (845)
062 099 (743)
064 694 (871)
078 378 (819)

Secondary School Students
019 528 (803)

Secondary School Teachers
023 666 (807)

Secondary Schools
011 496 (740)

Selection
028 828 (801)

Semantics
061 761 (879)

Senior High Schools
062 316 (718)
070 083 (769)

Sequential Programs
049 201 (756)

Sex Differences
067 636 (903)

Simulation
064 897 (918)

Skill Development
016 573 (767)

Small Schools
062 038 (742)

Social Change
011 829 (922)

Social Studies
019 359 (763)
039 150 (861)
046 849 (762)
056 834 (845)
082 131 (940)

Social Values
033 821 (857)

Socioeconomic Influences
033 110 (906)

Spanish American Literature
045 248 (908)

Speech Curriculum
051 195 (766)

Staff Role
028 155 (823)

Staff Utlization
028 155 (823)

Standards
061 222 (925)

State Curriculum Guide
016 595 (764)
031 489 (736)

Story Reading
050 137 (744)
062 080 (911)

Structural Analysis
011 328 (902)

Student Developed Materials
020 445 (804)

Student Evaluation
075 775 (933)

Student Motivation
026 355 (929)
064 681 (910)

Student Teacher Relationship
046 619 (853)
075 775 (933)

5-16

Study Skills
  002 591 (787)
  062 099 (743)

Supplementary Reading Materials
  028 188 (855)
  029 873 (831)
  032 452 (793)
  037 289 (894)

Supplementary Textbooks
  072 404 (890)

Syntax
  050 108 (760)

Tachistoscopes
  051 980 (846)
  058 017 (849)

Teacher Education
  075 775 (933)

Teacher Role
  063 595 (868)

Teaching
  068 595 (955)

Teaching Guides
  001 745 (786)
  012 216 (731)
  016 573 (767)
  019 359 (763)
  020 856 (753)
  020 858 (751)
  030 665 (765)
  049 596 (741)
  060 359 (745)
  063 590 (759)
  064 281 (768)
  067 630 (791)
  068 926 (724)
  068 927 (725)
  068 928 (726)

Teaching Machines
  051 980 (847)
  053 903 (961)
  056 844 (837)

Teaching Methods
  059 015 (952)
  064 694 (871)
  065 014 (934)

Teaching Models
  090 498 (915)

Teaching Styles
  016 284 (843)

Teaching Techniques
  011 501 (938)
  024 477 (721)
  054 091 (789)
  060 359 (745)
  068 926 (724)
  068 927 (725)

Technical Writing
  042 935 (824)

Technological Advancement
  011 829 (922)

Teenagers
  023 675 (872)

Telecommunication
  046 917 (844)

Televised Instruction
  051 972 (855)

Television Research
  051 972 (855)

Textbook Evaulation
  027 153 (870)
  029 750 (889)

Textbook Publications
  003 754 (873)

Textbook Research
  061 539 (880)

Textbook Standards
  027 735 (875)

Textbooks
  011 724 (878)
  021 249 (884)
  053 897 (779)
  061 539 (880)
  061 761 (879)
  062 091 (876)
  074 475 (950)

Training Techniques
  073 446 (797)

Tutorial Programs
  073 445 (796)
  073 446 (797)

Tutoring
  053 080 (863)

Typewriting
  053 903 (961)
  059 606 (921)

Uncommonly Taught Languages
  021 249 (884)

Visual Perception
  058 017 (849)

Vocabulary Development
  082 135 (919)

Word Frequency
  061 021 (916)

Word List
  062 091 (876)

Word Recognition
  080 969 (955)

Workbooks
  052 892 (887)

Writing Skills
  050 108 (760)